

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-77



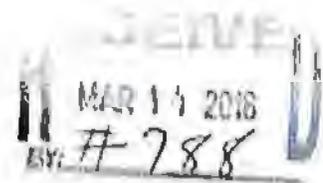
COMMONWEALTH of VIRGINIA
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

Peter Blake
Director

(804) 225-2600
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March 8, 2016

William V. Schipper, Ph.D.
President and CEO
American College of Commerce & Technology
150 South Washington Street, Suite 101
Falls Church, Virginia 22046



Certified Mail: 7008 1830 0000 8439 7356

Dear Dr. Schipper:

I write to inform you that pursuant to Title 23, Chapter 21.1, §23-276.6, of the *Code of Virginia*, the State Council of Higher Education for Virginia (SCHEV), is considering a recommendation that Council revoke American College of Commerce and Technology's Certificate to Operate on the basis of the school's failure to maintain compliance with Virginia regulation. At the audit conducted by SCHEV staff on February 2-4, 2016, American College of Commerce and Technology (ACCT) was found to have 13 items of non-compliance and two items of concern. The enclosed Report of Audit details these findings. In accordance with 8 VAC 40-31-200(D) and 8VAC40-31-195 (A), Council staff can recommend revocation of the Certificate to Operate based on its findings during an audit.

In accordance with 8VAC40-31-195 (B), a school is entitled to exercise its rights under the Administrative Process Act (§ 2.2-4000 et seq. of the Code of Virginia) prior to the denial, suspension, or revocation of its certificate to operate, pursuant to 8VAC40-31-220. Therefore, SCHEV staff recommends that American College of Commerce and Technology request an informal fact finding conference at a mutually convenient time within 60 days of the date of this notification. The conference will be presided over by a member of the SCHEV staff and will afford ACCT the opportunity to present written and oral information that may have a bearing on the final recommendation to Council. You have the right to appear in person, by counsel, or by qualified representative.

Please notify this office, in writing, within ten days of receipt of this notice if you wish to schedule an informal fact finding conference. Failure to provide SCHEV with a written response by the date noted above shall constitute a waiver of the school's right to such appeals and

William V. Schipper, Ph.D.
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SCHEV will move to present a recommendation to revoke ACCT's *Certificate to Operate* at the next feasible Council meeting.

If you have any questions concerning this action, please contact Ms. Sylvia Rosa-Casanova [REDACTED].

Sincerely,

(b)(6)

Peter Blake

Enclosure

c: The Honorable Anne Holton, Secretary of Education
Mr. Allen Wilson, Assistant Attorney General, Education
Dr. Albert C. Gray, President and Chief Executive Officer, ACICS
Mr. Kipling Doan, Special Agent, DHS/ICE/ Homeland Security Investigation
Mr. John M. Hicks, Institutional Review Specialist, US Department of Education
Dr. Joseph G. DeFilippo, Director of Academic Affairs & Planning, SCHEV
Ms. Sylvia Rosa-Casanova, Director – POPE, SCHEV

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

American College of Commerce and Technology (ACCT)

Audit Date: February 2-4, 2016

Synopsis of Findings

ITEMS OF NON-COMPLIANCE:

1. 8 VAC 40-31-140(D)(3)(a)(b) INSTRUCTORS ARE NOT PROPERLY QUALIFIED TO TEACH ASSIGNED COURSES

SCHEV staff reviewed the credentials of 26 of the 67 faculty members reported to be employed by ACCT (38.8%). Of the 26 faculty reviewed, SCHEV deemed 22 (84.6%) unqualified to teach the subjects assigned.

Summary Note:

SCHEV reviewers found a systematic inefficiency in the qualification of ACCT faculty. This demonstrates a lack of academic judgement or a willful ignoring of proper academic qualifications.

2. 8 VAC 40-31-160(E)(1) INSTITUTION DOES NOT FOLLOW ITS OWN ADMISSIONS POLICY

SCHEV staff reviewed a total of 43 student records. This constitutes 3% of the current enrollment. Twenty-eight of the student records reviewed (65%) indicate students were admitted without meeting the admissions requirements specified by ACCT in its catalog/student handbook.

Summary Note:

ACCT's adherence to its own admissions policy is arbitrary. The small sampling of admissions records reviewed coupled with the high level of exceptions to the policy indicate that ACCT treats its own admissions policy capriciously.

3. 8 VAC 40-31-160(E)(3) INSTITUTION DOES NOT MAINTAIN STUDENT RECORDS IN ACCORDANCE WITH VIRGINIA REGULATION

Student records contained conflicting information and did not contain pertinent information regarding the conferral of degrees.

Summary Note:

ACCT demonstrates an alarming lack of competence in the area of proper records maintenance.

4. 8 VAC 40-31-140(C) PROGRAM OFFERINGS DO NOT MEET STANDARDS OF QUALITY EXPECTED OF INSTITUTIONS OF HIGHER EDUCATION

Students were admitted to graduate programs of study having limited proficiency of English; students were reported as having graduated without completing all the

requirements for the degree and one student was enrolled in undergraduate and graduate level courses concurrently.

Summary Note:

The quality of programs at ACCT is suspect. Graduating students who have not met the requirements for the degree; allowing students to enroll in undergraduate and graduate level courses concurrently; and admitting students with sub-par English skills into degree programs requiring English proficiency are practices of an institution that is not meeting even the minimal standards expected of institutions of higher education.

5. 8VAC40-31-160(L) ON-LINE COURSE OFFERINGS DO NOT MEET STANDARDS OF TRAINING

Student interaction for online courses is optional; students that do not participate in classes or complete assignments are still marked as “present”, ACCT presented conflicting information regarding totally online degrees.

Summary Note:

SCHEV reviewers concluded:

- 1) ACCT provided false, misleading or deceptive information to SCHEV reviewers regarding students’ ability to earn a degree totally online.
- 2) ACCT’s online presence has a high degree of non-engagement as one would expect from a diploma mill as opposed to a genuine institution of higher education.
- 3) The geographic dispersal of students is indicative of visa-mill behavior and undermines the claim that educational activity of sufficient quality is occurring.

6. 8 VAC 40-31-160 (N)(1-15) INSTITUTION VIOLATES REFUND POLICY

ACCT does not adhere to the 14 day determination policy; refund policy is incorrect; SCHEV could not verify whether refunds were calculated correctly because ACCT could not provide student financial records for withdrawn students.

Summary Note:

ACCT’s withdrawal policy is patently wrong. The evidence gathered indicates that it is highly unlikely that ACCT has provided a refund even when one was warranted.

7. 8 VAC 40-31-160(E)(4) STUDENT FINANCIAL RECORDS DO NOT MEET MINIMUM STANDARDS

ACCT does not maintain student financial records for required period of time; student financial records contained unexplained “discount”; student files did not contain “truth in lending” statements for students with payments plans.

Summary Note:

ACCT demonstrates an alarming lack of competence in the area of proper student financial records maintenance. In accordance with Virginia regulation, ACCT publishes tuition and fees in its catalog. However, the number of unexplained tuition discounts found by reviewers suggests that the institution applies random and arbitrary discounts to

student accounts. This practice undermines the very reason why institutions are required to disclose tuition and fees – as a means to protect students from unfair practices.

8. *8VAC40-31-160Q* INSTITUTION DOES NOT ADHERE TO NEW PROGRAM ADDITION RULES

ACCT advertises two certificate programs that have not been approved by SCHEV. Two faculty members reported on their resumes that they are currently pursuing a DBA at ACCT; however, the institution does not have any approved doctoral programs.

9. *8 VAC 40-31-140(F)(5)* ADMINISTRATOR IS NOT QUALIFIED

The registrar is not qualified.

Summary Note:

The Registrar's lack of qualification appears to be reflected in the chaotic and non-compliant records described in Item of Non-Compliance 3 above.

10. *8 VAC 40-31-140(B)(7)* ACCEPTANCE OF CREDIT FOR LIFE/WORK EXPERIENCE NOT CLEARLY DEFINED

ACCT's policy does not state that a maximum of 30% may be awarded for life/work experience.

11. *8 VAC 40-31-160(F)(14)* INSTITUTION DOES NOT DISCLOSE PLACEMENT SERVICES

ACCT's catalog does not state the availability of career advising and placement service offered by the school.

12. *8 VAC 40-31-160(F)(5)* CATALOG DOES NOT CLEARLY DEFINE "TUITION" vs "FEES"

ACCT uses the wording "Tuition fee" in its catalog which does not distinctly identify the costs as a fee or tuition. While tuition is refundable by Virginia regulation, fees are not required to be considered in refund calculations.

13. *8 VAC 40-31-30(A)(i)* INSTITUTION USES INCORRECT WORDING IN CATALOG

On one occasion in the catalog, ACCT uses "authorized" in place of "certified."

ITEMS OF CONCERN

1. 8 VAC 40-31-130(C) INSTITUTION MAY VIOLATE FEDERAL REGULATION OR LAW REGARDING INTERNATIONAL STUDENTS

ACCT may be in violation of the Code of Federal Regulation (CFR) regarding F1 visa students enrolled in colleges, universities, seminaries, conservatories, academic high schools, elementary schools, other academic institutions.

2. Code of Virginia § 23-276.16(C) ACCT HAS TIES TO AN INSTITUTION ORDERED CLOSED BY SCHEV

In view of the magnitude of ACCT's non-compliance with Virginia regulation; its almost complete population of international students; and its close ties with a troubled institution ordered closed by Council — it is not unwarranted for SCHEV to question the true objective of ACCT's operation in Virginia.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Report of Audit
American College of Commerce and Technology (ACCT)
Audit Date: February 2-4, 2016

Report Date: March 8, 2016

ITEMS OF NON-COMPLIANCE

1. INSTRUCTORS ARE NOT PROPERLY QUALIFIED TO TEACH ASSIGNED COURSES

8 VAC 40-31-140(D)(3)(a)-(b)

Instructional faculty members who teach in programs at the baccalaureate level shall:

- Hold a master's degree in the discipline being taught or hold a master's degree in an area other than that being taught with at least 18 graduate semester hours in the teaching discipline from an accredited college or university.
- Exception to academic preparation requirements for instructional faculty may be made in instances where substantial documentation of professional and scholarly achievements and/or demonstrated competences in the discipline can be shown. The institution must document and justify any such exception.

8 VAC 40-31-140(D)(4)

Instructional faculty teaching in a program at the master's level or higher shall hold :

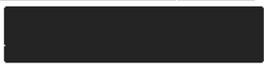
- A doctoral or other terminal degree in the discipline being taught from an accredited college or university
- Exception to academic preparation requirements for instructional faculty may be made in instances where substantial documentation of professional and scholarly achievements and/or demonstrated competences in the discipline can be shown. The institution must document and justify any such exception.

Finding:

SCHEV staff reviewed the credentials of 26 of the 67 faculty members reported to be employed by ACCT. This constitutes over a third of the faculty. Of the 26 faculty reviewed, SCHEV deemed 22, nearly 85%, are unqualified to teach the subjects assigned.

Details of the findings are as follows:

The SCHEV audit team reviewed the files of eleven instructors teaching at the baccalaureate level. Eight of the eleven instructors (72%) are not qualified by academic preparation to be assigned to the courses they are teaching. The following instructors do not have the appropriate qualifications:

Instructor	Courses	Comments
	HUM200, SCI200 & CIS200	Does not have 18 graduate credits in each of these fields of study.
	ENG100, BUS280, HUM400 & ENG110	Does not have 18 graduate credits in each field of study. No transcript evaluation for the University of Freiburg.

	BUS130	Does not have 18 graduate credits in Business.
	ENG100 & COMM100	Does not have 18 graduate credits in English.
	BUS220	Does not have 18 graduate credits in business. No transcript evaluation for Mohammed V University.
	POL350	Does not have 18 graduate credits in political science.
	SOC101	Does not have 18 graduate credits in sociology.
	ENG100	Does not have 18 graduate credits in English.

The SCHEV audit team reviewed the files of fifteen instructors teaching at the graduate level. Of the fifteen instructors, fourteen (93%) are not qualified by academic preparation to be assigned to the courses they are teaching. The following instructors do not have the appropriate qualifications:

Instructor	Courses	Comments
	CIS505, CIS504, CIS502 & CIS503	Does not have a doctorate in Computer Information Science. Resume & ACICS data sheet states pursuing DBA at ACCT. There is no approved DBA at ACCT.
	CIS590, CIS555 & CIS510	Does not have a doctorate in CIS. Rochville University, listed as the institution where he received a doctoral degree in 2008 is reputed to be a diploma mill. The university's reported accreditation is not recognized by the US Department of Education.
	CIS562	Does not have a doctorate in CIS.
	BUS590, ACC590, GIS585, GIS581	Does not have a doctorate in the disciplines.
	CIS590, 575, 570, 576, 578 & 579	Does not have a doctorate in CIS. Resume states he is pursuing a doctorate degree at ACCT. There is

		no approved doctorate at ACCT.
	CIS500	Does not have a doctorate in CIS.
	BUS530 & BUS520	Does not have a doctorate in Business from an accredited college or university.
	CIS594, 500, 591 & 570	Does not have a doctorate degree in CIS from an accredited university.
	BUS585, BUS505, ACC500 & BUS515	Does not have a doctorate from an accredited college or university.
	TAX580 & ACC500	Does not have a doctorate in Accounting.
	LEG500, BUS557 & BUS530	Does not have a doctorate in Business.
	BUS520, 565 & 585	Does not have a doctorate in Business.
	MKT501, ECO500 & BUS530	Does not have doctorate in the assigned disciplines.
	ACC500 & ACC502	Does not have a doctorate in Accounting.

Summary Note:

SCHEV reviewers found a systematic inefficiency in the qualification of ACCT faculty. This demonstrates a lack of academic judgement or a willful ignoring of proper academic qualifications. Both alternatives are unacceptable.

2. INSTITUTION DOES NOT FOLLOW ITS OWN ADMISSIONS POLICY

8 VAC 40-31-160(E)(1)

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include:

1. Each student's application for admission and admissions records containing information regarding the educational qualifications of each regular student admitted that are relevant to the postsecondary school's admissions standards. Each student record must reflect the requirements and justification for admission of the student to the postsecondary school.

Finding:

Records reviewed indicate that ACCT does not follow its own admissions policy in a consistent manner. SCHEV staff reviewed a total of 43 student records. This constitutes 3% of the current enrollment. Twenty-eight of the student records reviewed (65%) indicate students were admitted without meeting the admissions requirements specified by ACCT in its catalog/student handbook.

ACCT entrance requirements:

- All students:
 - Must take Accuplacer Reading Comprehension exam during first term
 - Entering students must take English 100 unless score earned on Accuplacer is 65 or higher*
 - Entering students may not take Accuplacer more than two times
- Undergraduate:
 - Completed and signed Application
 - HS Diploma, transcript or attestation
- Graduate:
 - Completed and signed application
 - Official Transcripts for all undergraduate/graduate degrees
 - Degrees from foreign institutions must be evaluated by Association of Collegiate Registrars and Admissions Officers (AACRAO)
 - Form of ID

*For additional information regarding Accuplacer scores see Item of Non-Compliance 4 section III below.

Student Name/ Program	Non-compliance with admissions policy
MBA	<ul style="list-style-type: none"> • Student began new program of study (MBA) in fall 2015. Took Acuplacer on 5/30/2015. Scored 42 after completing Advanced Graduate program at ACCT. student now enrolled in ENG 100 for winter 2016.
MBA	<ul style="list-style-type: none"> • Student admitted summer 2015. Accuplacer was not administered until 9/15/2015 and the student scored 29. Student did not enroll in ENG 100 winter 2016.
MSCIS	<ul style="list-style-type: none"> • Student admitted for winter term beginning Jan 4, 2016, Accuplacer administered 1/10/2016. Student scored 30 and is <u>not</u> enrolled in ENG 100. • Foreign degree not evaluated
MSCIS	<ul style="list-style-type: none"> • Student admitted for winter 2016 term beginning Jan 4, 2016. Accuplacer administered 1/12/2016. Student scored 34 and is <u>not</u> enrolled in ENG 100.
MSCIS	<ul style="list-style-type: none"> • Student admitted for winter term 2016. Accuplacer not administered. • No undergraduate transcript in file , No HS transcript in file
MSCIS	<ul style="list-style-type: none"> • Student admitted for fall term beginning Sept 28, 2015. Accuplacer administered 9/26/15. Student scored 44 but was not enrolled in ENG 100 until 1/4/2016. • Foreign degree not evaluated

MSCIS	<ul style="list-style-type: none"> Student admitted for summer term beginning July 6, 2015, Accuplacer administered 9/19/2015 and 10/10/2015. Student scored 44 and 49 respectively on exam but was never enrolled in ENG 100.
MSCIS	<ul style="list-style-type: none"> No undergraduate transcript in file
BSCIS	<ul style="list-style-type: none"> Student admitted for winter term 2016. Accuplacer administered 1/15/2016. Student scored 39 but student not enrolled in ENG 100.
MSCIS	<ul style="list-style-type: none"> Student admitted for winter term 2016. Accuplacer administered 12/22/2015. Student scored 31 but was not enrolled in ENG 100.
MS Accounting	<ul style="list-style-type: none"> Student admitted for Fall term beginning Sept 28, 2015. Accuplacer administered 9/28/15. Student scored 51, but has not enrolled in enrolled in ENG 100. Foreign degree not evaluated
MBA	<ul style="list-style-type: none"> Student admitted for winter term beginning Jan 4, 2016. Accuplacer was not administered.
MSCIS	<ul style="list-style-type: none"> Student admitted for Winter term beginning Jan 4, 2016, Accuplacer administered 12/22/2015. Student scored 31 but was not enrolled in ENG 100.
MSCIS	<ul style="list-style-type: none"> Student took Accuplacer 3 times in September 2015 although the limit is two times. Student scored 41 the first time and 60 the second time. When he took the exam the third time, the student scored 105 and was not required to take ENG 100. Does not have a BA. AACRAO evaluated degree as equivalent to three years.
MBA	<ul style="list-style-type: none"> Student admitted for Summer term beginning July 6, 2015. Accuplacer was not administered until 1/9/16. the student scored 59 has not enrolled in ENG 100.
BSCIS	<ul style="list-style-type: none"> Student admitted for Summer term beginning July 6, 2015. Accuplacer was not administered until 9/25/15. The student scored 36 and was not enrolled in ENG 100. Instead student enrolled in ENG110 and received F grade in summer 2015. Student enrolled in ENG 100 Fall 2015 and received an incomplete.
MBA	<ul style="list-style-type: none"> Student admitted Summer 2014. Did not take Accuplacer until 9/15/15. He scored 44 and has never taken ENG 100.
MBA	<ul style="list-style-type: none"> Student admitted for Summer term beginning July 6, 2015. Accuplacer was not administered until 10/10/2015. Student tested 2X on same day and

	scored 50, then 37. Student not enrolled in ENG 100 until winter 2016.
MBA	<ul style="list-style-type: none"> • Student admitted Fall 2014. Accuplacer was not administered • Foreign degree not evaluated
MSCIS	<ul style="list-style-type: none"> • Admitted Summer 2014. Accuplacer was not administered until 1/7/2016. Student scored 53 and has never taken ENG 100.
MSCIS	<ul style="list-style-type: none"> • Student admitted for Fall term beginning Sept 28, 2015. Accuplacer administered 9/28/15. Student scored 33 and has never enrolled in ENG 100.
MSCIS	<ul style="list-style-type: none"> • Foreign degree not evaluated.
MBA	<ul style="list-style-type: none"> • Student admitted for winter term beginning Jan 4, 2016. Accuplacer administered 1/9/2016. Student scored 60 and has not enrolled in ENG 100. • Foreign degree not evaluated
MSCIS	<ul style="list-style-type: none"> • Student admitted for winter term beginning Jan 4, 2016, Accuplacer administered 1/9/2016. Student scored 50 and has not enrolled in ENG 100.
MBA	<ul style="list-style-type: none"> • Student admitted Fall 2014. Accuplacer administered 10/10/2014. Student scored 61 and has never enrolled in ENG 100. • Foreign transcript not evaluated.
MBA	<ul style="list-style-type: none"> • Student admitted winter 2016. Accuplacer never administered
MA	<ul style="list-style-type: none"> • Student admitted winter 2014. Accuplacer not administered until 9/26/15. Student scored 60. Student enrolled in ENG 100 beginning January 2016. • Foreign degree not evaluated.
MSCIS	<ul style="list-style-type: none"> • Student admitted fall 2015. Accuplacer administered 3 times. 9/26 (score 51); 9/29 (score 61); and 1/9/16 (score 43). Enrolled in ENG 100 winter 2016.

Summary Note:

SCHEV reviewers concluded that ACCT's adherence to its own admissions policy is arbitrary. The small sampling of admissions records reviewed coupled with the high level of exceptions to the policy indicate that ACCT treats its own admissions policy capriciously.

3. INSTITUTION DOES NOT MAINTAIN STUDENT RECORDS IN ACCORDANCE WITH VIRGINIA REGULATION

8 VAC 40-31-160(E)(3)

The postsecondary school shall maintain the following for each student:

- A record of student academic or course progress at the school including: programs of study, dates of enrollment, courses taken and completed, grades, and indication of the student's current status (graduated, probation, etc.) Any changes or alterations to student records must be accurately documented and signed by an appropriate school official.

Finding:

- I. Transcripts reviewed for students reported as having graduated did not include any indication of the name of the degree or the date it was conferred. During the exit interview, ACCT confirmed transcripts do not include this information.
- II. [REDACTED] was reported as having graduated from his program of study but the transcript indicates he received an "F" in the capstone course. He is currently retaking the course.
- III. Documents in student files contain conflicting information:
 - a. [REDACTED] Enrollment agreement states MSCIS; ACCT reported student is enrolled in MBA.
 - b. [REDACTED] Application states MSCIS; U.S. Immigration and Customs Enforcement (ICE) form I20 states MBA
 - c. [REDACTED] Transcript states student enrolled in MSCIS, ICE form I20 states Masters in Accounting; Acceptance letter says MBA.
 - d. [REDACTED] Transcript states student is enrolled in MSCIS; ICE form I20 says MBA; application says MBA.
 - e. [REDACTED] Purportedly student completed MSCIS and enrolled in MBA. No new ICE form I20 in file, no new application, no letter of acceptance for new program.
 - f. [REDACTED] Purportedly student completed Advanced Graduate Specialist program and enrolled in MBA. No new application or enrollment agreement in file.
- IV. [REDACTED]: The record is unclear whether this student completed an "Advanced Graduate Specialist" certificate program. The student curriculum sheet and transcript indicate that three courses were substituted for required courses. The student resume indicates he completed the program in 2015. He does not appear on the list of graduates or completers reported to SCHEV for 2015 or 2016. Current student transcript indicates [REDACTED] is enrolled in an MBA program but there is no new application or enrollment agreement on file.
- V. ACCT confirmed that transcripts do not identify courses taken in the on-line format from those taken face-to-face. For F-1 students limited to taking one online course per semester or term, it is impossible to confirm whether the institution is in compliance with CFR §214.2 f(6)(G).

Summary Note:

SCHEV reviewers concluded that ACCT demonstrates an alarming lack of competence in the area of proper records maintenance.

4. PROGRAM OFFERINGS DO NOT MEET STANDARDS OF QUALITY EXPECTED OF INSTITUTIONS OF HIGHER EDUCATION

8 VAC 40-31-140(C)

The course, program, curriculum and instruction must be of quality, content and length to adequately achieve the stated objective.

Finding:

During the audit, SCHEV found many instances that raise significant concerns about the quality of education offered by ACCT. The following are examples of these findings:

- I. Students reported as graduated but transcripts reflect they did not meet requirements for degree:
 - a. [REDACTED] was reported as having graduated with an MBA in 2013. A transcript printed February 4, 2016 indicates she never completed three required courses (ACC 500, BUS 590; BUS 599)
 - b. [REDACTED] was reported as having graduated with a MS in Accounting. A transcript printed February 4, 2016 indicates the student did not complete the requirements for the degree.
 1. The student never took the following courses listed as major requirements: ECO500, ACC500, ACC555, ACC555, ACC570, ACC599, ACC504.
 2. The student received an "I" in ACC590 in Spring 2015. The current transcript still reflects this.
 3. The two electives the student took were not on the list of eligible electives.
 4. Courses substituted for the required courses were all unrelated to accounting.
 - c. [REDACTED] was reported as having graduated with an AS in Computer Information Systems. A transcript printed February 2, 2016 indicated the following:
 1. The student attempted 148.5 quarter credits, earned 112.5 quarter credits but the degree only required 54 quarter credits.
 2. The student never completed ENG 200 or COMM 100 both requirements for the degree.
- II. Student received credential that was never approved by SCHEV and transcript indicates student took undergraduate and graduate level courses concurrently.
 - a. [REDACTED] was reported as having completed a Certificate of Accounting, a credential that was never approved by SCHEV. In fall 2014, the student was concurrently enrolled in ACC100- Principals of Accounting; ACC250- Intermediate Accounting I; and ACC562- Advanced Managerial Accounting.
- III. Institution contends that international students admitted into programs have proficiency in English. Documentation reviewed by SCHEV indicates otherwise.
 - a. Students wishing to pursue academic studies in the United States apply to their institution of choice from their home countries to begin the process of obtaining an F-1 visa.

- b. If the student is accepted, the institution completes a U.S. Immigration and Customs Enforcement form "Certificate of Eligibility for Nonimmigrant Student Status" AKA an I-20 form.
- c. The I-20 form requires the institution to state whether English proficiency is required to enroll in the program and whether the student is proficient in English.
- d. All the degree programs at ACCT require English proficiency.
- e. All the I-20 forms reviewed by SCHEV staff in the course of the audit stated that students were proficient in English.
- f. The college administers the College Board Accuplacer Reading Comprehension exam to determine English proficiency. ACCT passing score is 65. In accordance with admissions standards, students scoring below 65 are required to enroll in English 100, described as follows in the catalog: "this course focuses on reading comprehension, pronunciation, vocabulary development and spelling."
- g. SCHEV reviewed 40 student records with Accuplacer exam scores and found 30 (75%) students scored below 65. Moreover, 23 of those students scored below 50. This means that of the 40 students reviewed, over 57% scored below 50. All but two of the 23 students scoring below 50 on the Accuplacer were enrolled in graduate degree programs.
- h. Because the level of English proficiency of students admitted to graduate level programs at ACCT was alarming, SCHEV staff researched the interpretation of Accuplacer scores.
 1. The College Board's Reading Comprehension English Proficiency Statements define a score of 51 as follows:

Students at this level are able to comprehend short passages that are characterized by uncomplicated ideas, straightforward presentation and, for the most part, subject matter that reflects everyday experiences. These students are able to

 - Recognize the main idea and less central ideas.
 - Recognize the tone of the passage when questions do not require fine distinctions.
 - Recognize relationships between sentences, such as the use of one sentence to illustrate another.
 2. The College Board does not include an English Proficiency Statement for scores below 51.
 3. To better understand scores below 51, SCHEV researched institutions that use this exam to place new students into appropriate English courses and found that even community colleges have higher standards than ACCT in regard to placing students with limited English proficiency scores in appropriate classes. The following are some examples institutions that require the same Accuplacer Reading Comprehension exam for placement.
 - i. Southern Maine Community College
 - Score 0-49: The school does not place students in a class with scores below 49. Students are recommended to take an English course through the local adult education center.
 - ii. Riverland Community College

- Score 0-51: The school does not place students into an English class with scores below 51. Students are recommended to work with a community Adult Learning program or to explore an ESL program.
- iii. Hawkeye College
 - Score 1-34: ESL referral
 - Score 35-61: College Prep Reading courses
- iv. Brookdale Community College
 - Score 50 or less: Enrollment in 2 non-credit reading classes
- v. University of Texas at El Paso
 - Score 20-30: Student must take READ 0307 (a precollege, developmental reading courses) at El Paso Community College.
 - Score 31-77: Student is enrolled in ENG0310, a remedial reading course.
- vi. Illinois Valley Community College
 - Score 0-28: Adult Basic reading
 - Score 29-45: Basic Reading I
 - Score 46-67: Basic Reading II

Summary Note:

SCHEV reviewers concluded that the quality of programs at ACCT is suspect. Graduating students who have not met the requirements for the degree; allowing students to enroll in undergraduate and graduate level courses concurrently; and admitting students with sub-par English skills into degree programs requiring English proficiency are practices of an institution that is not meeting even the minimal standards expected of institutions of higher education.

5. ON-LINE COURSE OFFERINGS DO NOT MEET STANDARDS OF TRAINING

8VAC40-31-160 L (1-5)

All programs offered via telecommunications or distance education must be comparable in content, faculty, and resources to those offered in residence, and must include regular student-faculty interaction by computer, telephone, mail, or face-to-face meetings.

8 VAC 40-31-140(C)

The course, program, curriculum and instruction must be of quality, content and length to adequately achieve the stated objective.

8VAC40-31-195(A) (2)

The council may (i) suspend, revoke, or refuse to issue or renew a certificate to operate; (ii) modify the certificate to operate to conditional; or (iii) impose a penalty pursuant to § 23-276.12 of the Code of Virginia for furnishing of false, misleading, deceptive, altered, or incomplete information or documents to the council.

Finding:

ACCT maintains a significant on-line enrollment. In the current quarter, ACCT is offering 72 on-line courses out of a total 228 courses (31%). Online courses can run 11 weeks (regular) or 6 weeks (mini). A review of the online platform (Moodle) and ACCT policies regarding on-line education reveal areas of non-compliance.

- I. The extent of ACCT's on-line presence remains unclear due to conflicting information provided by ACCT and difficulty obtaining information from written records. For institutions that offer degrees that can be achieved strictly on-line, SCHEV must review the program to ensure it meets the requirements of regulation. Whether ACCT awards totally online degrees is unclear for the following reasons:
 - a. When first asked if it is possible for a student to obtain a degree strictly via distance education, the institution said no. However, SCHEV noted that the CAR report for the period of July 1, 2014-June 30, 2015 designated 12 students as "100% online." When questioned, ACCT explained this discrepancy by informing SCHEV that these students were simply taking a course prior to enrolling at ACCT.
 - b. SCHEV found evidence that contradicts ACCT statements.
 1. ██████████ was reported as an MBA graduate in Summer 2013. She does not appear to have completed any courses in the US. Her home is in Africa.
 2. ██████████ was reported as having completed a BSBA in 2016. She does not appear to have completed any courses in the US. Her home is in Africa.
 3. ██████████ has been enrolled since spring 2014 and has not completed a course in the US. Her home is in Africa.
 - c. On page 20 of the catalog, under forms of instruction, ACCT states the following:
"All of the ACCT degree and academic certificate programs are available in both on-ground and on-line modalities. Students may take either on-ground, on-campus, or both types of courses as their needs dictate, within the bounds of federal residency requirements."
- III. ACCT's online courses are asynchronous and run from Monday-Sunday. However, it is the policy of the school that the student be given maximum opportunity not to fail the course. This policy was stated to SCHEV staff by ██████████ and confirmed by Dr. ██████████ during the exit interview. Unconventional policies include:
 - a. Contrary to standard practices for asynchronous online courses the ACCT policy allows students to complete assignments well beyond the due date instead of weekly. Typically, online programs open each week's lesson and assignment on Monday and closes that week's lesson at midnight of the following Sunday. Students must complete all tasks for that week prior to Sunday. The written policy for on-line courses at ACCT states "Homework assignments are posted at the beginning of the week and must be completed and submitted by the due date." This however, is not adhered to. The SCHEV auditor reviewed on-line records for the first three weeks of the current winter term. These are only some of the items noted:
 1. CIS500 – 20 students enrolled. 10 students had not submitted any assignments as of the third week and were not dropped from the course.
 2. BUS 100 – 19 students enrolled. 8 students had not submitted any assignments as of the third week and were not dropped from the course.

3. CIS 150 – 14 students enrolled. 5 students had not submitted any assignments as of the third week and were not dropped from the course.
4. FIN100 – 14 students enrolled. 9 students had not submitted any work as of the third week in class.
- b. While syllabi indicate that the courses offered by ACCT meet the required “student-faculty interaction”, this is not true in practice. The SCHEV reviewer noted that student interaction in the courses evaluated during the audit was sporadic at best.
 - c. The SCHEV reviewer confirmed that students could submit all assignments at the end of the session and be graded on the work, possibly still receiving a passing grade.
 - d. ██████████ confirmed that if a student fails a course, s/he can repeat the course free of charge, a practice that may seem noble but in fact creates a safe haven for multiple failures.
 - e. Attendance is counted when the student signs on as opposed to the student completing the lesson for the week. SCHEV pointed out that students can sign into the platform, walk away and still be counted as being present. This is not an accurate measure of attendance.
- IV. The institution has a large population of students with residential addresses outside of Virginia. Of the 1358 students currently enrolled, 728 report Virginia addresses (53.6%) and 630 (46.4%) report addresses outside of Virginia. Students are reportedly domiciled in the following states: Connecticut, Delaware, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, North Carolina, Nevada, New Jersey, New York, Pennsylvania, South Carolina, West Virginia, Washington DC.
- a. ACCT has not assured SCHEV that it is in compliance with state authorization in all states where students may take online courses. Note the following:
 - 1. The majority of F1 students at ACCT take one on-line course per quarter.
 - 2. 98% of the student population has F1 visas.
 - 3. Nearly half the students live in states other than Virginia.
 - 4. Therefore, ACCT must ensure compliance within each state where students take on-line courses.
 - b. ACCT has not explained how F1 students domiciled in states such as Florida, Georgia, Illinois, Kentucky, Louisiana, Massachusetts, Michigan, and Nevada can attend ACCT and be in compliance with federal regulation.

Summary Note:

SCHEV reviewers concluded:

- 1) ACCT provided false, misleading or deceptive information to SCHEV reviewers regarding students’ ability to earn a degree totally online.
- 2) ACCT’s online presence has a high degree of non-engagement as one would expect from a diploma mill as opposed to a genuine institution of higher education.
- 3) The geographic dispersal of students is indicative of visa-mill behavior and undermines the claim that educational activity of sufficient quality is occurring.

6. INSTITUTION VIOLATES REFUND POLICY

8 VAC 40-31-160 (N)(1-15)

The school shall establish a tuition refund policy and communicate it to students.

- Accredited institutions shall adhere to the tuition refund requirements of their accrediting body, if required, and if those requirements describe specific refund terms.
- Otherwise, accredited institutions, as well as all other schools, shall adhere to SCHEV's tuition refund requirements.
- The date of the institution's determination that the student withdrew should be no later than 14 calendar days after the student's last date of attendance as determined by the institution from its attendance records. The institution is not required to administratively withdraw a student who has been absent for 14 calendar days. However, after 14 calendar days, the institution is expected to have determined whether the student intends to return to classes or to withdraw.

Finding:

SCHEV staff reviewed files of fifteen (15) withdrawn students, to verify if the refund policy is applied correctly by ACCT. The following items were found to be noncompliant with Virginia regulation:

- I. A class roster revealed a student missed ten (10) consecutive class sessions during the period 10/6-12/15/2014. The file revealed no determination was made regarding the student's status after 14 calendar days of non-attendance as required by Virginia regulations. There was nothing noted in the record regarding the absences.
 - a. The class roster for course BUS530 revealed student [REDACTED] missed ten (10) consecutive class sessions during the period 10/6/2014 - 12/15/2014. The same student missed seven (7) consecutive class sessions for course ACC562 during 10/18/2014 - 12/13/2014.
- II. The following students had three or more consecutive absences during the first four weeks of winter 2016. There was no indication in student records regarding the status of these students:
 - a. [REDACTED]: BUS530 - 4 absences
 - b. [REDACTED]: CIS500 - 4 absences
 - a. [REDACTED]: CIS500 - 4 absences
 - b. [REDACTED]: ECO500 - 4 absences
 - c. [REDACTED]: BUS100 - 3 absences
 - d. [REDACTED]: BUS100 - 3 absences
 - e. [REDACTED]: HUM200 - 3 absences
 - f. [REDACTED]: LEG100 - 3 absences
 - g. [REDACTED]: ECO100 - 3 Absences
 - h. [REDACTED]: CIS510 - 4 Absences
 - i. [REDACTED]: HUM200 - 4 Absences
 - j. [REDACTED]: CIS500 - 3 absences
 - k. [REDACTED]: CIS500 - 3 absences
 - l. [REDACTED]: CIS500 - 4 absences
 - m. [REDACTED]: CIS500 - 4 absences
 - n. [REDACTED]: CIS500 - 4 absences
 - o. [REDACTED]: CIS500 - 4 absences
 - p. [REDACTED]: CIS500 - 4 absences
 - q. [REDACTED]: CIS500 - 4 absences

- r. [REDACTED]: CIS500 - 4 absences
- s. [REDACTED]: CIS500 - 4 absences
- t. [REDACTED] CIS552 - 3 absences
- u. [REDACTED]: CIS552 - 3 absences
- v. [REDACTED]: CIS594 - 3 absences
- w. [REDACTED]: CIS594 - 3 absences
- x. [REDACTED]: CIS570 - 3 absences
- y. [REDACTED]: BUS530 - 3 absences

III. ACCT policy states a student will be withdrawn from the institution if the student misses seven consecutive instructional days and all of the days are unexcused. This policy is incorrect. Virginia regulation requires the school to make a determination of a student's status after he/she misses 14 calendar days. By using instructional days as the determining factor, ACCT guarantees that students will never be eligible for refunds as classes only meet once per week.

IV. Attendance policy for on-line courses is based on time when student signs into the platform and not on work completed and submitted for grading. The school policy essentially allows students not to complete any work all semester and still be marked present each week. The method used to determine "present" or "absent" for on-line courses is faulty and the institution cannot accurately determine when a student must be withdrawn.

Summary Note:

ACCT's withdrawal policy is patently wrong. The evidence gathered indicates that it is highly unlikely that ACCT has provided a refund even when one was warranted.

7. STUDENT FINANCIAL RECORDS DO NOT MEET MINIMUM STANDARDS

8 VAC 40-31-160(E)(4)

A record of all financial transactions between each individual student and the school including payments from the student, payments from other sources on the student's behalf, and refunds. Fiscal records must be maintained for a minimum of three years after the student's last date of attendance;

Students that pay by installment plan must receive a clear disclosure of the truth-in-lending statement. It must be signed by student & maintained in the student record.

Finding:

I. The SCHEV audit team reviewed student financial files and discovered some student accounts included unidentified items. These were under the heading of "Scholarship approved" and shown as "reward" with an indicated percentage deducted from the balance on the account. There is no clear indication what the reduction is based on. Five "-1%" credits to the same account were calculated as \$200, \$500, \$700, \$700 and \$1430. It can be noted that the only scholarships identified in the catalog pertain to an academic merit scholarship of \$500 and an unspecified financial assistance grant. The records did not indicate the reasons for the "rewards" applied to student accounts.

List of unexplained "rewards" from current student files reviewed: 23 out of 43 (53%) included unexplained, random discounts from tuition charged.

Name	Tuition Discount	Name	Tuition Discount
[REDACTED]	5/17/14: \$ 400	[REDACTED]	3/15/15: \$ 150
	11/23/15: \$1350		9/12/15: \$ 100
	4/10/14: \$ 160		6/21/15: \$ 100
	12/30/14: \$ 500		12/7/15: \$ 350
	11/14/15: \$1350		1/14/16: \$ 500
	4/19/14: \$ 600		9/28/15: \$ 50
	6/23/14: \$ 250		
	9/12/15: \$ 150		
	12/5/15: \$ 300		
	10/5/15: \$ 400		8/15/15: \$ 650
	11/14/15: \$ 300		
	1/2/16: \$ 600		
	2/1/16: \$ 720		10/14/15: \$ 300
	9/19/15: \$ 100		9/12/15: \$ 100
	9/26/15: \$ 100		12/19/15: \$ 100
	12/31/15: \$ 900		
	12/22/15: \$ 150		8/8/15: \$1150
			10/31/15: \$ 700
	1/11/16: \$ 500		9/18/14: \$ 200
			3/7/15: \$ 400
			3/14/15: \$ 150
			12/5/15: \$ 600
			1/9/16: \$ 100
9/5/15: \$ 350			
10/24/15: \$ 100			
	1/10/15: \$ 1200		
9/2/15: \$ 150	1/10/15: \$ 1200		
12/29/15: \$ 300	7/24/15: \$ 1200		
	9/12/15: \$ 100		
12/19/15: \$ 100			
6/19/15: \$ 200			

List of unexplained "rewards" from student files of graduated students reviewed: 14 out of 17(82%) included unexplained, random discounts from tuition charged

Name	Tuition Discount	Name	Tuition Discount
[REDACTED]	3/30/13: \$ 2325	[REDACTED]	9/8/14: \$ 540
	8/31/13: \$ 2325		9/26/14: \$ 900
	10/19/13: \$ 645		

	1/11/14: \$ 2325		
	7/12/14: \$ 1800		
	10/6/14: \$ 400		1/4/14: \$ 100
	5/28/14: \$ 200		6/28/14: \$ 100
	7/1/14: \$ 500		3/15/15: \$ 650
	9/22/14: \$ 550		
	1/20/15: \$ 200		
	6/20/15: \$ 550		12/21/15: \$ 100
	9/11/15: \$ 100		
	9/27/14: \$ 1300		4/19/14: \$ 200
	8/13/14: \$ 2400		4/13/14: \$ 500
	5/4/15: \$ 3600		10/25/14: \$ 700
	7/11/15: \$ 2400		4/6/15: \$ 700
			1/13/16: \$1430
	9/18/13: \$ 100		1/6/14: \$ 100
	5/30/14: \$ 100		4/7/14: \$ 200
			3/2/15: \$ 100
	10/26/14: \$ 1800		4/9/14: \$ 100
	8/13/14: \$ 600		12/29/14: \$ 100
	8/13/14: \$ 600		
	2/18/15: \$ 1800		
	2/18/15: \$ 900		

II. Students with installments payment plans had no truth-in lending documentation in the files. The following twelve students comprise a sampling of the students who should have truth in lending documentation in the file:

- [Redacted]

III. Fiscal records are not maintained for a period of three years beyond the student's last date of attendance. The SCHEV audit team attempted to verify refund calculations of withdrawn students and was told these items are destroyed after one year and there was no electronic backup. As such, the SCHEV audit team was unable to determine if the correct refund policy is being applied.

Summary Note:

ACCT demonstrates an alarming lack of competence in the area of proper student financial records maintenance. In accordance with Virginia regulation, ACCT publishes tuition and fees in its catalog. However, the number of unexplained tuition discounts found by reviewers suggests that the institution applies random and arbitrary discounts to student accounts. This practice undermines the

very reason why institutions are required to disclose tuition and fees – as a means to protect students from unfair practices.

8. INSTITUTION DOES NOT ADHERE TO NEW PROGRAM ADDITION RULES

8VAC40-31-160Q

An institution shall notify council staff of the addition of new programs or modifications to existing program no later than 30 days before said occurrence:

Finding:

American College of Commerce & Technology is currently offering two certificate programs not approved by SCHEV. The catalog outlines a certificate in Accounting and a certificate in Computer and Network Support. SCHEV has no record of approving these programs and therefore they should not be offered to ACCT students.

In addition, two faculty members [REDACTED] state on their resumes that they are currently pursuing a DBA at ACCT; however, the institution does not have any approved doctoral programs.

9. ADMINISTRATOR IS NOT QUALIFIED

8 VAC 40-31-140(F)(5)

Administrative personnel must be appropriately experienced and educated in the field for which they are hired or receive documented, relevant training within the first year of employment.

Finding:

During the audit, the SCHEV team reviewed the files of ten (10) administrative employees of American College of Commerce and Technology (ACCT) and the school's registrar [REDACTED]. [REDACTED] did not have adequate documentation to justify appointment to the position. The file does not contain supporting documentation to demonstrate appropriate experience and training as a Registrar. In addition, there is not any documentation to demonstrate any training received given since she was hired in March 2015.

Summary Note:

SCHEV reviewers note that the Registrar's lack of qualification appears to be reflected in the chaotic and non-compliant records described in **Item of Non-Compliance 3** above.

10. ACCEPTANCE OF CREDIT FOR LIFE/WORK EXPERIENCE NOT CLEARLY DEFINED

8 VAC 40-31-140 (B)(7)

An institution that awards life or work experience credit shall have its related transfer policy approved by the council. No more than 30% of the credit in a student's degree program may be awarded for life or work experience.

Finding:

ACCT outlines the institution's policy on awarding life/work experience credit on page 12 of the catalog. The policy does not state that no more than 30% may be awarded to a student for life/work experience. 30% is the maximum that may be awarded according to Virginia regulation.

11. INSTITUTION DOES NOT DISCLOSE PLACEMENT SERVICES

40-31-160(F)(14)

The school has a catalog, bulletin, brochure, or electronic media containing the availability of career advising and placement service offered by the school.

Finding:

The American College of Commerce & Technology's catalog does not state the availability of career advising and placement service offered by the school. On page 8 of the catalog there is a reference to resume building and career advancement. The catalog does not outline whether any career placement services are offered by the school.

12. CATALOG DOES NOT CLEARLY DEFINE "TUITION" v "FEES"

8 VAC 40-31-160(F)(5)

The school has a catalog, bulletin, brochure, or electronic media containing, at a minimum:

- A listing of tuition, fees and other enrollment related charges, such as deposits, fees, books, supplies, tools, and equipment and any other charges for which the student will be responsible.

8 VAC 40-31-160(N)(12)

Expenses incurred by students for instructional supplies, tools, activities, library, rentals, service charges, deposits, and all other charges are not required to be considered in tuition refund computations when these expenses have been represented separately to the student in the enrollment contract and catalogue, or other documents, prior to enrollment in the course or program. The school shall adopt and adhere to reasonable policies regarding the handling of these expenses when calculating the refund.

Finding:

Page 9 of 2016 Catalog includes a "Schedule of Fees with numerous identified fees and corresponding amounts. Two items identified are: "Undergraduate Tuition fee-\$700 per class" and "Graduate Tuition fee-\$1,200 per class."

The wording "Tuition fee" does not distinctly identify the costs as a fee or tuition. While tuition is refundable by Virginia regulation, fees are not required to be considered in refund calculations. This list must identify costs as either "tuition" or "fee."

13. INSTITUTION USES INCORRECT WORDING IN CATALOG

8 VAC 40-31-30(A)(i)

Print and electronic catalogs contain a clear statement that the council has certified the school to operate in Virginia

Finding:

A statement on page 3 of ACCT's 2016 school catalog reads:

"In 2010, ACCT was authorized to operate as an institution of higher education in Commonwealth of Virginia by State Council of Higher Education for Virginia."

While the phrase *certified to operate by SCHEV* is used properly in the catalog on multiple occasions, the instance cited above does not meet the regulatory requirement in describing the function of SCHEV in its oversight of post-secondary schools in Virginia.

ITEMS OF CONCERN

1. INSTITUTION MAY VIOLATE FEDERAL REGULATION OR LAW REGARDING INTERNATIONAL STUDENTS

8 VAC 40-31-130(C)

Postsecondary schools must be in compliance with all local, state, and federal statutes, laws and codes.

Concern:

ACCT may be in violation of the Code of Federal Regulation (CFR) regarding F1 visa students enrolled in colleges, universities, seminaries, conservatories, academic high schools, elementary schools, other academic institutions.

1. CFR §214.2 (f)(10)(i) allows F-1 students to be authorized for practical training after being enrolled on a full time basis, in a Service-approved college, university, conservatory, or seminary for one full academic year. A student is authorized for 12 months of practical training, and becomes eligible for another 12 months of practical training when he or she changes to a higher educational level. An eligible student may request employment authorization for practical training in a position that is directly related to his or her major area of study. For authorization to participate in curricular practical training (CPT), it must be an integral part of an established curriculum.
 - a) The SCHEV audit team reviewed American College of Commerce & Technology's student CPT files and has concerns about the types of jobs the students are working in and the location of these jobs. ACCT currently has 125 students doing CPT. SCHEV staff reviewed 12 files and has concerns with eight of the CPT placements.

Student Name/CPT class	Company & Location	Comments
██████████-ACC590	American College of Commerce & Technology	Student is pursuing a masters' in accounting. CPT job involves bookkeeping.
██████████-BUS590	American College of Commerce & Technology	Student is pursuing a MBA, job description is answering phone calls and filing records.
██████████-BUS590	American College of Commerce & Technology	Student is pursuing a MBA, the job is Admissions Assistant. Duties are described as answering phones and making phone calls.
██████████-CIS590	American College of Commerce & Technology	Student is pursuing a Masters in computer science. The job is front desk. Duties include answering phones, filing and clerical duties.
██████████	Sage IT, Frisco, TX	Student is working and living in Greensboro, NC. This is 307 miles from ACCT. ACCT states in its policy that the training location must be within 250 miles of the school.
██████████	Broadgate Inc, Troy, MI Training site - Reston, VA	Student is pursuing a MBA and the Job title of the CPT position is Business/Systems Analyst - job duties include develop code updates, implement programming practices, and evaluate client applications for hardware & software applications.
██████████	TEKgence, Irving, TX	Physical address of training site on CPT form is the same address as the student's home address. Letter from employer does not state it is a work from home position.

b) ACCT provided a list of students on Curricular Practical Training (CPT) with the name of companies that employs them. The list includes companies with addresses and phones numbers in the following locations: Oakland, CA; Lafayette, LA; Dallas, TX; Cincinnati,

OH; Salinas, CA; Buffalo, NY; Deer Park, NY; Tampa, FL; Davenport, IA; Brecksville, OH; Monterey, CA; Dallas, TX; Oakland, MI; Southborough, MA; Cleveland, OH; Detroit, MI; Kissimmee, FL; Atlanta, GA; and San Jose, CA.

As students participating in CPT are simultaneously enrolled in an on-site course to meet curriculum requirements of CFR §214.2 (f)(10)(i), the locations of these CPT assignments may violate federal regulation.

- c) [REDACTED] was approved for CPT in Fall 2013 for a program in "Post Graduate Education In Information Systems." In Fall 2015 he was approved for CPT for the MBA program he began that semester. This may violate CFR §214.2 (f)(10)(i) which allows F-1 students to be authorized for 12 months of practical training, and become eligible for another 12 months of practical training when he or she changes to a higher educational level. This is not a higher education level. Furthermore, the student is pursuing a MBA but his Job title is Front Desk/ Admissions Assistant. His duties include "print, scan, help admissions and DSO" (sic). In addition, [REDACTED] received an MBA in Finance from University of Northern Virginia (UNVA) in 2005 and took courses for a Doctorate in Business Administration in 2007 and 2009 at UNVA prior to transferring to ACCT in 2012.

2. As noted in Item of Non-Compliance #3 above, ACCT transcripts do not include any information about degrees conferred and date of program completion. This may violate 8CFR §214.3 (g) (1)(viii) which requires an SEVP-certified school to maintain specific documents relating to each F-1 student including a statement of graduation (if applicable); title of degree or credential received; date conferred; and program of study or major.

3. ACCT does not confirm the status of students with two or more consecutive absences from a class. Virginia regulation requires the institution to make a determination whether the student will return to class after 14 consecutive days. This may violate 8CFR §214.2 (f)(6)(iii) as an F-1 student who drops below a full course of study without the prior approval of the DSO will be considered out of status.

4. As noted in **Items of Non-Compliance 2 and 4** above, students are admitted into programs at ACCT that require fluency in English but the Accuplacer test scores indicate otherwise. This may violate 8 CFR 214.3(k)(2) which allows an institution to issue an I-20 after the written application, the student's transcripts, and proof of financial responsibility have been received, reviewed, and evaluated at the school's location in the United States and the appropriate school authority has determined that the prospective student's qualifications meet all standards for admission.

2. ACCT HAS MULTIPLE TIES TO AN INSTITUTION ORDERED CLOSED BY SCHEV

The Code of Virginia § 23-276.16(C) allows SCHEV to deny permission to operate another postsecondary institution in the Commonwealth to owners or senior administrators of institutions that closed without providing an adequate teach-out plan and arranging for the appropriate preservation of records. University of Northern Virginia (UNVA) was an institution of Higher Education that operated in Virginia from 2006 until 2013 and did not properly arrange for the

preservation of student records. Council voted to revoke UNVA's certificate to operate in July 2013.

Upon closure of UNVA, ACCT affiliated itself with persons associated with the closed institution. The Chairman of the Board of the defunct UNVA at the time of closure is now Chairman of the Board of ACCT. According to [REDACTED] President and CEO of ACCT, Mr. [REDACTED], is also a stockholder. The State Corporation Commission lists [REDACTED] as the Director of the corporation.

While it is true that a board member is not defined as a senior administrator in Virginia regulation, ACCT's decision to affiliate with members of UNVA, an institution with a spotted history during its existence in Virginia, raises questions regarding the nature of ACCT's operation. While UNVA's certification was revoked based on its failure to obtain candidacy with an accrediting agency recognized by the US Department of Education within the time allotted by the Code of Virginia, the institution had a long standing problem with maintaining compliance with Virginia regulation. As a result of an audit conducted in October 2012, for example, SCHEV staff recommended revocation of UNVA's certificate to operate.

UNVA also had other issues it was facing at the time of closure. In July 2011, Homeland Security conducted a raid of UNVA in regard to its compliance with laws concerning F1 student visas. The investigation was still underway at the time of Council's revocation of the institution's certificate to operate.

In addition to [REDACTED] the Admissions Director at ACCT, [REDACTED] was formally the Admissions Director of UNVA. There are also faculty members, other staff and students employed by ACCT with connections to UNVA.

Immediately after UNVA's closure, ACCT's student population began to grow rapidly. In summer 2013, ACCT's student population increased by 64%. Many of these were F-1 Visa transfers from UNVA. Two and a half years after the closure of UNVA, ACCT's student population has grown from 46 in spring 2013 to 1334 in winter 2016, nearly all of which are international students.

In view of the magnitude of ACCT's non-compliance with Virginia regulation; its almost complete population of international students; and its close ties with a troubled institution ordered closed by Council—it is not unwarranted for SCHEV to question the true objective of ACCT's operation in Virginia.



SPECIAL VISIT REPORT

CAMPUS

American College of Commerce & Technology
803 West Broad Street, Suite 100
Falls Church, VA 22046
ACICS ID: 00050228

Dr. William Schipper, President and Chief Executive Officer (b)(6)@acct.edu
acics@acct.edu

June 21-22, 2016

(b)(6)



Ms. Katie Morrison

Ms. Perliter Walters-Gilliam

Chair/Student Relations

Distance Education

Educational Activities

Staff Representative

Staff Observer

Attorney

Online Professor

Retired Campus
President

ACICS

ACICS

1. VISIT CONTEXT - INTRODUCTION

A. Summary and Reason(s) for the visit including assessment of risk, Council directive, external factors, etc.

This limited announced visit to the American College of Commerce and Technology (ACCT) was undertaken in response to findings by the State Council of Higher Education for Virginia (SCHEV) that the institution was not in compliance with 13 applicable provisions of Virginia regulations governing ACCT's licensure. In addition, the Council had concerns regarding the rapid rate of growth in ACCT's enrollment over a relatively short period of time. Considering these factors and the fact that ACCT was only recently awarded initial accreditation, the Council concluded that a special visit was necessary to determine whether, given the SCHEV findings, ACCT remains in compliance with the *Accreditation Criteria* and whether it has the administrative capability to manage the growth it is experiencing while maintaining the quality of its academic programs.

B. Institutional organizational and accreditation background (including if there are other branches and learning sites)

ACCT was founded as a closely-held corporation under the laws of the Commonwealth of Virginia in 2009 and was authorized to operate as a degree-granting educational institution by SCHEV in 2010. ACCT is governed by a five-member board of directors which is chaired by [REDACTED] who also serves as the president and chief executive officer (CEO) of the institution.

ACCT is currently approved by the Virginia Department of Veterans Services so that veterans and their eligible beneficiaries may receive veterans' benefits to study at the institution. It is also authorized by the U.S. Department of Homeland Security to admit and enroll nonimmigrant students under the Student and Exchange Visitor Program (SEVIS). The institution was awarded initial accreditation by ACICS in April 2015. That accreditation included approval for the institution to offer up to 50% of each of its academic programs through distance education.

C. Summary of team's review and impressions (after visit conclusion)

The SCHEV letter dated March 8, 2016 enumerated 13 areas in which it found that ACCT did not comply with applicable regulatory provisions related to its licensure status to continue operating as an educational institution in Virginia. The SCHEV findings were the following:

- Instructors are not properly qualified to teach assigned courses;
- The institution does not follow its own admissions policy;
- Student records are not being maintained in accordance with Virginia regulation;
- Program offerings do not meet standards of quality expected of institutions of higher education;
- Online course offerings do not meet standards of training;
- The institution violates its refund policy;
- Student financial records do not meet minimum standards;
- The institution does not adhere to rules regarding the addition of new programs;
- The registrar is not qualified for the position;
- The institution's policy for accepting credit for life/work experience is not clearly defined;
- Placement services are not disclosed;
- The catalog does not clearly define "tuition" and "fees;" and,
- In one location in the catalog, the institution used the word "authorized" instead of the word "certified."

The team's mandate was to determine whether ACCT continues to comply with the *Accreditation Criteria*. During its review of student, faculty, and administrative files and other documents requested from the institution for that purpose, the team found that there were several areas in which its findings were similar to those of SCHEV. As will be seen throughout the report, in a significant number of other areas, the team reached different conclusions than did SCHEV. For example, as detailed in the report, the team found that there were deficiencies in distance education as it is being offered by ACCT. However, after careful review of related documents and student records, it did not find any evidence that ACCT is offering complete academic programs online. Based on that review, it confirmed that the institution is not exceeding the 50% limit on distance education that ACICS approved initially.

In its review of ACCT's current catalog (volume 7, no. 4, effective July 2016) and various revised documents, policies, and procedures, the team found that the institution had corrected catalog/disclosure issues related to the following: limits on credit for life/work experience; placement services; and, the distinction between (separate identification of) tuition and fees.

There were several SCHEV findings that do not approximate the *Accreditation Criteria* and, consequently, are not addressed in this report. Specifically, per SCHEV finding #1, the Virginia Administrative Code (VAC) requires that all professors (not just general education instructors) teaching at the bachelor's degree level have a master's degree in the teaching area or a master's degree and a minimum of 18 semester hours or the equivalent in the subject area being taught. Per its finding #6, ACCT's refund policy is incorrect (based on SCHEV requirements) and its withdrawal policy is "patently wrong." Per SCHEV's finding #7, Virginia has a requirement for a "truth in lending" statement, if a student is on a payment plan. Per SCHEV finding #9 related to an unqualified registrar, administrative staff must be previously experienced or educated in the field for which they are hired or must receive documented on-the-job training in the first year of employment.

The institution provided the team with four very large binders that constituted its response to SCHEV's audit report findings. The first binder was the institution's narrative response and the remaining three were documents and other exhibits in support of its response. While the team glanced briefly through the binders, it did not read the narrative or use any of the information in the supporting binders during its review. The team's primary reason for this was to avoid being influenced in its efforts to conduct an independent, objective review of ACCT and to base its conclusions on what it actually observed in files and documents and, on what it learned through interviews with ACCT administrators, staff, and faculty. Even had the team been so inclined to read and review the response and supporting documentation, to do so would have been far too time-consuming to conduct a thorough evaluation.

Based on its observations of the way in which the institution operated on a daily basis and given the number of administrators and staff that it currently has, the team concluded that the institution has the capability to manage the growth that it has recently experienced but that similar growth in the future will necessitate more decentralization of the responsibilities currently held by the president/CEO. Especially crucial will be the appointment or hiring of a director of education with administrative oversight responsibility for all academic programs and educational operations. The team found that the addition of a records manager has contributed substantially to the institution's obtaining and maintaining control of vital files and records and will continue to do so. The team also found that clear, unequivocal measures must be taken to improve the overall quality and effectiveness of instruction by online professors.

2. ORGANIZATIONAL EFFECTIVENESS

A. Assessment of the administrator's knowledge and ability to effectively lead campus

1. Who is the onsite administrator? Please describe their academic and/or experiential qualifications to lead the campus.

██████████ the president/CEO, is the institution's on-site administrator. ██████████ has a bachelor's degree in political science from Chico State College, a master's degree in education from the University of the Pacific, and a PhD in education administration from the University of Utah. Dr. Schipper has worked in the field of higher education for over 49 years. In the 10 years before co-founding ACCT, he was the academic dean at Strayer College for nearly nine years and the dean of the graduate school at Stratford University for nearly two years.

2. Summarize the team's observations concerning the onsite administrator's management and oversight at the campus. Based on the team's review, is the campus being run effectively to assure quality in education?

The number of administrators as identified by the institution is large at 17, with 10 reporting directly to Dr. Schipper. Several of these administrators were hired following SCHEV's March 8, 2016 audit visit report, specifically to address and resolve some of the findings in that report. The team found the number of administrators directly reporting to Dr. Schipper to be excessive, especially in view of the fact that he is also serving as the director of academic affairs. Nevertheless, based on the team's observations, administrative operations functioned smoothly during the visit.

It should be noted that the institution has a four-member board of advisors whose purpose is to provide input and assist the president/CEO as needed. There was no opportunity for the team to meet or interview any of these advisors during the visit. It should also be noted that, because this visit occurred between academic terms, there was also no opportunity for the team to observe the institution's operations under normal circumstances with a full complement of students and classes.

B. Describe the Campus Effectiveness Plan (CEP) and provide a narrative on the evaluation of the required elements, the specific activities included in the plan, and the evidence of implementation that was reviewed.

The team was provided with a copy of ACCT's 2016 CEP and found that it contained a substantial amount of statistics and data related to assessment of all but one of the ACICS-required elements and several other elements that the institution has chosen to evaluate. Data being used were clearly identified with rationales given for their use in the assessment process and significant analyses had occurred of data collected to date. Specific plans to improve outcomes where necessary had been included and documentation was included as evidence of sources for much of the data. It was clear to the team that a great amount of institutional research for use in and support of the CEP is occurring. Although ACCT is at the mid-year point in its CEP year, it was also evident that the CEP is being used as an ongoing working and planning tool to improve overall academic and administrative effectiveness.

(Section 3-1-111 and Appendix H): The institution did not include its distance education plan in the CEP.

3. ADMINISTRATIVE CAPACITY AND CAPABILITY

- A. What are the key administrative positions and describe the qualifications of the individuals assigned to these positions.

Based on the team's interview with the president/CEO, of the 17 administrators, the following individuals and their positions are considered the most key among them:

- [REDACTED] who has an MBA from Stratford University, is the vice president of the institution and serves as the primary designated school official (PDSO) to oversee the acceptance process and compliance status of international (F-1) students admitted under the Student and Exchange Visitor Program (SEVIS). [REDACTED] worked for two years as a student retention coordinator for Strayer University before coming to ACCT.
- [REDACTED], who is pursuing a bachelor's degree in business administration, is the special assistant to the president/CEO. [REDACTED] has extensive prior experience in executive management, including over 15 years at J.C. Penny and 2 years at Macy's, Inc.
- [REDACTED] who has a JD from Seattle University School of Law, was hired in October 2015 to serve as the compliance officer for ACCT. [REDACTED]'s prior experience includes five years as an office assistant for a landscaping firm, nearly two years as an associate at LexisNexis teaching legal research, and internships with a law firm and the Pierce County Superior Court.

- B. Faculty and staff's awareness of responsibilities and capacity to carry out said responsibilities

- A. Describe the organizational structure.

A five-member board of directors has overall governance authority over the institution. Dr. [REDACTED] the president/CEO of the institution, is answerable to the board of directors, of which he is also the chair. As the president/CEO, [REDACTED] is assisted by a four-member board of advisors, which provides input and assistance, as needed. There is a body of 17 administrators, 10 of whom report directly to [REDACTED]. The ten include the three deans of the academic degree programs, the director of online learning, and the director of the English as a Second (ESL) program. These academic deans and directors report to [REDACTED] because there is no director of academic affairs or director of education/dean of education at the institution. During the team's interview, [REDACTED] suggested that this arrangement would be a temporary one but there is no director of academic affairs position on the institution's organizational chart.

2. Is there evidence that all faculty and staff are aware of their responsibilities, are appropriately trained and evaluated, and competent to carry out their responsibilities effectively?

The current state of staff files does not demonstrate that all staff members are aware of their responsibilities and have been appropriately trained and evaluated. The majority of staff files, including those of administrators, contained job descriptions that were not signed by the employee as an acknowledgment of his or her responsibilities, and several staff files lacked complete job descriptions. A significant number of staff had not completed or had only partially completed ACCT's acknowledgement form, attesting to receipt of the employee handbook, understanding of all school policies (which include items on unethical behaviors and sexual harassment, and the fact that ACCT may conduct a background check on the employee), and agreement to participate in institution-required workshops on workplace safety and ethical behavior. A few staff members lacked an evaluation or had an evaluation form which was incomplete – brief comments had been composed on the forms, but the institution's evaluation rating scale was left blank. In addition, the titles of staff members lacked consistency across multiple documents – job descriptions, evaluations, data sheets, and the catalog.

All staff files should be reviewed for these items, but issues concerning files of the institution's administrators are recorded below:

- [REDACTED] – no file was available for [REDACTED] including evidence of his transcript to support his PhD, as recorded in the catalog;
- [REDACTED] – has an unsigned job description; position title was varied in every document reviewed;
- [REDACTED] – has an unsigned job description;
- [REDACTED] – has an unsigned job description; title varies between job description and the catalog (“assistant to the president” vs. “special assistant to the president”); the transcript on file for his bachelor’s degree, noted in the catalog, does not indicate that the degree was conferred;
- [REDACTED] – [REDACTED]; file contains a consulting agreement between [REDACTED] and ACCT, but he is listed in the catalog as an administrator, for which he has no job description;
- [REDACTED] – has an unsigned job description; title varies between job description and the catalog (“legal consultant” vs. “compliance officer”);
- [REDACTED] – has an unsigned job description; title varies between job description and the catalog (“HR/Registrar” vs. “HR”);
- [REDACTED] – has an unsigned job description;
- [REDACTED] – has an unsigned job description; title varies between job description and the catalog (“Business Office Manager” vs. “Business Office”);
- [REDACTED] – has an unsigned and undated job description; title varies between job description and the catalog (“Director of Financial Aid” vs. “Director of Student Financial Services”);
- [REDACTED] – has an unsigned job description for his newest position; title varies between job description and the catalog (“IT Director” vs. “Director of IT”);
- [REDACTED] – has no job description on file; his credentials listed in the catalog are “CNM” and “CEM,” which stand for “Certified Nonprofit Management” and “Certified Economist Measurer,” are not supported by documentation in his file. However, there are official transcripts on file for his DBA, MBA and bachelor’s degree;
- [REDACTED] – has no job description on file; has an incomplete ACCT acknowledgment form on file (only signed off that she understood the background check policy and would agree to participate in institution-required workshops); and
- [REDACTED] – the team saw in [REDACTED]’s file that someone had written in “Campus Director – 03/01/16” on his data sheet, but there was no new job description on file for such position, and his previous job description as systems administrator was unsigned. Also, there was no evaluation on file [REDACTED] who has been employed by ACCT since October 2013.

(Section 3-1-303(a)): The institution does not maintain adequate records relative to staff.

(Section 3-1-302): The institution does not have on file evidence of all staff degrees or credentials listed in the catalog.

(Section 3-1-202(b)): The institution does not maintain written evidence that all staff members clearly understand their duties and responsibilities.

- C. Provide evidence that all programs offered and/or advertised have been approved by ACICS. Provide details on the SCHEV finding and the team’s evaluation of the concern.

The team was provided with copies of the April 2015 letter of initial accreditation by ACICS, which specifies the academic degree programs that have been approved by the Council, and of the August 2015 letter from ACICS approving the institution's non-credit English as a Second Language (ESL) program. These were the only programs included in the 2016 catalog, effective July 2016, which was used by the team during its review.

SCHEV found that ACCT had not adhered to VAC regulations for adding new programs. It cited two certificate programs that SCHEV had not approved and referenced two instructors whose resumes indicated pursuit of a doctoral degree from ACCT. The ACICS team found that, in its internal or "mock" Campus Accountability Report (CAR), the institution had included advanced degree programs in development and policy, and in computer science and business. Also included on the CAR was student information for a certificate program in accounting. ACCT advised the team that those programs had been taught out and the team found no evidence that any of them were still being offered.

4. RECORDKEEPING

A. Describe evidence that all academic records of graduates reflect the credential earned.

A careful review of the academic transcripts of graduates included in a sample of 50 student files requested by the team confirmed that the particular degree earned and the date conferred were included on the transcript of each graduate. Additionally, the transcripts of all 50 students reflected the program of study.

B. Describe evidence that graduates meet all program requirements prior to graduation.

The team compared the transcript of each graduate in its sample to the curriculum course requirements of the program for which the academic credential had been awarded. The team found no instances in which all required courses had not been completed and passed. In a few cases where a course had been failed initially, a subsequent retake with a passing grade appeared on the transcript. A check of the student financial ledgers sample requested did not show any graduate with a balance other than zero.

C. Describe evidence that all students have enrollment agreements that meet accreditation and licensing requirements.

The enrollment agreement of ACCT fully discloses the rights and obligations of both the student and the institution that are established within the agreement and details the tuition and fees for the academic program. Because the institution bills students by the quarter, not by the entire program, tuition and fees are disclosed by the quarter and by the program. The agreement satisfies all applicable provisions of the *Accreditation Criteria*. None of the academic programs offered by ACCT require licensure before a graduate can work in the field of study.

D. Summarize the evidence that all concerns raised by SCHEV related to recordkeeping have been addressed.

As stated previously in this report, the institution provided three massive binders of documents and narrative in response to each finding of SCHEV in its audit report. The following comments summarize what the team found related to recordkeeping in its own review of files and documents.

The current ACCT catalog contains a specific statement on page 13 regarding its policy on the maintenance of student records, which will be kept for five years, and of academic transcripts, which will be kept permanently.

In April 2016, the institution hired a full-time administrator, [REDACTED], for the new position of records manager and transfer officer. [REDACTED] is responsible for reviewing all official files – student, faculty, and administrative – and ensuring that they are updated to contain all required documents and maintained in a manner within their folders that will prevent loss of any documents or material. [REDACTED] has a master's degree in education from the University of Illinois at Urbana-Champaign and has spent a career of over 20 years in records management and maintenance, file auditing, and management for non-profit organizations.

[REDACTED]'s expertise was readily apparent in the team's review of student and faculty files, all of which were well-organized and easily viewed, despite the fact that many faculty members had documents missing or incomplete as detailed in section 6 of this report. It was also quickly apparent that she had not yet worked on administrative files, many of which were in disarray. [REDACTED] advised the team that, in the short time that she had been there, there has been insufficient time to complete a review of all files so she had elected to prioritize her work by starting first with students' files, then moving on to faculty files. Administrative files remain to be reviewed.

However, presumably because the staff files have not yet been reviewed, the team found those problems or omissions detailed in report section 3.B(2), which resulted in the team's concluding that adequate records are not being maintained for staff. Additionally, because most job descriptions have not been signed and dated by employees, there is no written documentation that staff members understand their duties.

(Section 3-1-303(a)): The institution does not maintain adequate records relative to staff.

(Section 3-1-202(b)): The institution does not maintain written evidence that all staff members clearly understand their duties and responsibilities.

5. STUDENT RELATIONS

- A. How many files were reviewed and from which CAR period? Describe the distribution of the files (active, withdrawals, SAP, drops, graduates, etc.)

Because ACCT is an initial accreditation grantee, it is not required to submit an official CAR during its first year of accreditation. However, the institution did make an effort to prepare its own "internal CAR" using ACICS guidelines to do so. While some errors were made in the classifications of students, the internal CAR was a good representation of the status of nearly all students during the selected reporting period. From that document and from the list of students who had already registered for the summer 2016 quarter by the time of the visit, the team selected a total of 50 student files to review. Included in that group were graduates within the past year, withdrawals, current students, and students on academic probation. Unofficial transcripts for all the students and a sample of financial ledgers for them were also reviewed. (These ledgers were not part of the 15 reviewed to determine whether the institution was following its published refund policy. Instead they were examined to verify that similarly-situated program students were being charged the same tuition and fees.)

- B. Describe evidence that the published admissions criteria are being followed as written and are appropriate. Provide details on the SCHEV finding and the team's evaluation of the concern. Copies of signed and dated enrollment agreements, evidence of completion of a high school diploma or the equivalent or an attestation to that effect, and official transcripts of any prior college studies

were found in each file. The files of international students also contained copies of their current passports or birth certificates and, if their first language is not English, their TOEFL or related-exam scores to confirm English proficiency based on published scores for those exams. Collectively, these documents served as evidence that the students whose files the team reviewed were admitted based on published admissions criteria.

Unlike SCHEV, the team did not find instances of non-adherence to published admissions standards. It is important to note the strong possibility that SCHEV was using a catalog markedly different than the one used by the team.

One of SCHEV's primary points regarding its admission finding is that most of the students it reviewed failed the Accuplacer diagnostic test of English language proficiency but were still admitted into their academic programs. However, even SCHEV's list of admissions requirements does not state that passage of the Accuplacer test is a condition of admission. (See Page 4 of SCHEV's audit report: "All students: Must take the Accuplacer Reading Comprehension Exam during the first term.")

Per the institution, the Accuplacer test was used for placement purposes only, not as an admissions criterion. The team confirmed during its visit that ACCT's current practice is to use the test for assignment into the appropriate level of English as a Second Language (ESL) for students enrolling in the ESL program. The Accuplacer is also used as an indicator of student learning outcomes in that the test is given both before the ESL program begins and after the students' completion of the program to assess achievement of learning objectives.

The team did request the files and transcripts of 10 randomly-selected international students who had been previously admitted to the institution on the basis of their having completed at least four years of study in English at other institutions. A review of those records revealed that none of those students had a grade point average below 3.02. Those students were [REDACTED]

[REDACTED], and [REDACTED]

- C. What are the recruitments policies and procedures? How are recruitment personnel trained, monitored, and evaluated?

Nearly all of the institution's leads come from personal referrals or from third-party recruiters outside of the United States. A staff of five in-house admissions officers provides initial advisement to the leads regarding the academic programs available, application process, supporting documents required, and the tuition and fees. A second group of four admissions assistants gives follow-up assistance to leads who decide to apply, ensuring that all required documents and information are received and that the application fee is paid before any application processing begins. These assistants also verify the legitimacy of any colleges international applicants claim to have attended by using the "EDGE Database" of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). If the claimed institution cannot be verified in EDGE, then the application is rejected. As part of the application process, U.S. citizens and permanent residents are invited to take a visit to the campus and to participate in in-person academic and career advisement while there. International applicants will be given more detailed instruction on how to apply for an F-1 visa to study in the U.S. Prior to the start of classes, students are required to attend a new-student orientation session to meet key administrative staff, program deans, and other students.

All in-house admissions staff members are trained, supervised, and regularly monitored by the director of admissions, [REDACTED]

- D. If third party recruiters and lead generators are used, summarize evidence that there are contracts on file that ensure that the campus trains and monitors their activities.

ACCT has an office of two specially-designated admissions staff, [REDACTED] and [REDACTED] whose sole responsibility is to conduct investigations and complete agency verifications of any third-party recruiters who want to recruit students for the institution. After satisfying themselves of the legitimacy and capability of the third-parties, the staff member negotiates contracts with them

and monitors their performance. They also interview students recruited by third-parties to ensure the accuracy and completeness of any information they received and to act on any complaints related to the conduct of the recruiters. Third-party recruiters must have the contractual agreement and other documents the institution wants signed notarized by an authorized entity in the country where they are located; otherwise, the ACCT contract will not be finalized. The designated staff person maintains regular communication via email or, if necessary, via phone or Skype to monitor third-parties. After implementation of this “vetting” system, the total number of third-party recruiters was reduced to 20 from a previous high of 55.

- E. Summarize any observations from the institution’s last Program Participation Agreement (PPA) audit (if applicable).

The institution does not participate in Title IV student financial aid programs.

- F. Summarize the review of ledger cards, refunds, and disbursement process to evaluate that policies are appropriate and being followed.

ACCT provided the team with a three-ring, four-inch binder that contained all refunds it had processed for students within the last four quarters. Attached to each refund request form was the student’s ledger card to document that the refund had been made and the date on which it was posted. All of the refunds had been processed by hand. The team’s examination of 15 of the refunds disclosed that the refunds had been properly calculated and paid within 30 days of the last date of attendance or of when a student made the request to withdraw.

- G. Summarize the review of students on SAP along with the interview of the SAP administrator. What evidence was reviewed to determine that the SAP policies are appropriate and being followed? What evidence is there to determine that students are notified in a timely manner, are afforded the opportunity to appeal, and receive academic assistance.

The responsibility for the administration and oversight of satisfactory academic progress (SAP) rests with each program’s academic advisors and their assistants. Every student must register for courses through their assigned academic advisor. The academic advisor will review the student’s academic progress history from information provided by the assistant, who tracks their progress. Any student who is in danger of failing a SAP standard is counseled before being allowed to enter the next quarter of classes. Any student who has failed a SAP standard is placed on academic probation and required to follow an academic improvement plan in order to remain enrolled; the courses that the student takes are dictated by the academic advisor. Academic improvement plans generally include tutoring or any other academic support a student may need to regain satisfactory progress. A student who fails to achieve the minimum progress standard within the probationary period will be academically dismissed. This dismissal action may be appealed based on mitigating circumstances and, if successful, will return the student to academic probation for an additional quarter.

The team reviewed students’ academic transcripts and examined SAP action notices and documents to determine whether the SAP policy is being administered as published and found that it is being properly followed.

- H. Who is assigned to provide employment advising and what documentation was reviewed to evidence that placement services are being provided (career fairs, resume and interviewing preparation, professional development classes, job posting, etc.)?

About 98 percent of ACCT graduates are F-1 visa holders and, as such, they are limited by the federal government in terms of what employment, if any, in the United States they may engage in after graduation. What SEVIS normally allows for these graduates is a limited amount of time, typically 12-17 months with a possibility for an extension, during which they may work for a cooperating employer in a position that is directly related to the field of study they just completed. However, this

employment, known as Optional Practical Training (OPT), must be specifically approved by the U.S. Citizenship and Immigration Services (USCIS). For this reason, a major focus of ACCT career services is to assist F-1 students nearing graduation in the process of qualifying for OPT approval, screening potential employers identified by the students for compliance with SEVIS criteria and USCIS requirements. Traditional career services such as resume preparation, workshops on interviewing techniques and salary negotiation, and career planning are also provided. Possible job opportunities are posted when available and referrals are made when the occasions arise.

██████████, who has extensive experience in employment placement and career counseling, was recently hired by ACCT as the director of student services and career development. Previously, career services were provided under the direction of ██████████. ██████████ will continue the institution's current career service practices and will likely expand the scope of services within the foreseeable future.

The team's interviews with students who were on campus to register for the upcoming quarter confirmed information received from the administration regarding available career services and activities.

6. EDUCATIONAL AND ACADEMIC QUALITY

- A. Who is assigned to provide administration of all academic programs? Is there evidence that this individual is academically and/or experientially qualified for the role and has sufficient time and resources to carry out their responsibilities?

Currently, there is no one person who is assigned to provide administration of all academic programs; there are academic deans who each administer their own individual academic areas.

- ██████████ is the dean of computer information sciences and oversees the CIS programs at all three credential levels. ██████████ holds a master's degree in information management from George Washington University and certificates in Netware administration v4.1, Oracle 7, Netware TCPIP transport, Netware service and support, and Networking Technologies, among others. He has more than 15 years of experience teaching in his field.
- ██████████ is dean of business and oversees both the business administration and accounting programs for all credential levels. ██████████ has an executive MBA from George Mason University, a master's degree in geography from Moscow State University and a PhD in environmental management from the Russian Academy of Sciences. He has more than 20 years of experience as a business professional and as a research scientist, and 4 years as an academic dean. ██████████ has engaged in extensive research in, experience with, and teaching of geographic information system (GIS)/geospatial intelligence.
- ██████████ is the dean of general studies and is also responsible for general administration of undergraduate-level programs. ██████████ holds a bachelor's degree in religion and a master's degree in science, both from the University of Florida; a master's degree in religious studies and American religious history from the University of Virginia; and, a PhD in science and technology studies from Virginia Polytechnic Institute and State University.

Although each of the deans has a specialized focus, there is also an overlap of their administrative functions.

- B. Describe the evidence that all programs have appropriate administrative oversight.

The team interviewed the above-named deans. The deans are limited to teaching no more than two courses per quarter to allow enough time to complete their administrative functions. Each dean has oversight responsibility for the hiring and training of program faculty, the scheduling of classes for himself and his faculty, and review, evaluation, and modification of program courses. The dean convenes a committee of faculty to review and implement modifications. All deans meet quarterly, at

a minimum, to discuss curriculum, areas of overlap and proposed modifications. Students and faculty complete end-of-course evaluations and may make recommendations at any time regarding a course. While each academic dean has sufficient authority and responsibility for the development and administration of the programs, there is not an appropriately qualified individual to oversee the accounting programs, which are available at the academic associate's, bachelor's and master's degree levels. [REDACTED] oversees both the business administration and accounting programs, but has no education in or experience with accounting, aside from one or two finance courses taken while achieving his MBA. An individual overseeing the accounting programs, especially because the institution offers the program at a master's degree level, should have extensive qualifications in accounting.

(Section 3-1-511): The administration of the accounting programs is not assigned to a qualified individual.

C. Summarize evidence that all faculty members are appropriately qualified (academically and experientially) to teach their assigned courses.

The team reviewed the files for all general education faculty members to determine if they are appropriately qualified to teach their assigned courses. The team did not review the files of other faculty members specifically to check for academic and experiential qualifications, as the team did not include either a computer information systems specialist or a business and accounting specialist. It did, however, review those files for evidence of degrees, performance evaluations, faculty development plans, and for acknowledgement of understanding of their responsibilities and school policies.

During its review, the team found that [REDACTED] does not have the necessary 18 semester credits in the disciplines of logic, psychology or sociology to teach the following general education courses: HUM 200-Logic; PSY100-Introduction to Psychology; and, SOC101-Introduction to Sociology. [REDACTED] had, at most, nine credits in psychology from previous education. In addition, the team was unable to verify if [REDACTED] is qualified to teach the general education course PSY100-Introduction to Psychology without her file available. While examining the file of [REDACTED], the team found that he is assigned to the course CIS150-Introduction to Networking, but there was no documentation on file demonstrating his academic or experiential qualifications to do so. There were unofficial transcripts for degrees in business administration, but none held any evidence of networking. Consequently, the team found [REDACTED] to be unqualified to teach the CIS150 course.

(Section 3-4-302 and 3-5-202): The institution does not have evidence that all faculty, including some general education faculty, are qualified to teach their courses.

D. Describe the evidence that all faculty members have current and individualized faculty development plans on file. Further, that there is evidence that they are aware of academic policies that have been adopted (academic freedom and academic governance).

As mentioned previously, the team's visit occurred between academic terms at the institution. No faculty were teaching at the time so the team elected to review the files of all instructors who had been assigned teaching loads for the upcoming summer term that begins July 5, 2016.

A total of 62 faculty were identified. Six of the 62 were newly hired instructors and files for them had not yet been prepared. The remaining 56 files were reviewed for confirmation of signed job descriptions, acknowledgement of school policies, official transcripts, current faculty development plans and documentation of completed development activities, and evaluations. Of those 56 files, the following had deficiencies as indicated:

[REDACTED] No official transcripts, no faculty development plan (FDP);
[REDACTED] Missing documentation for completed activities in FDP;
[REDACTED] Missing documentation for completed activities in FDP;
[REDACTED] Missing documentation for completed activities in FDP;

Incomplete FDP;
 No official transcript for doctoral degree; no documentation of completed activities in FDP;
 Documentation of completed activities does not match activities listed in FDP;
 Missing documentation for completed activity in FDP;
 FDP incomplete (no activities listed but some documentation in file);
 FDP incomplete (no activities indicated);
 No official transcript for advanced degree; no professional development activity listed in FDP and documentation in file does not match FDP;
 Missing documentation for completed activities in FDP;
 Indicated professional development activity in FDP is actually in-service activity;
 FDP incomplete (no activities listed but some documentation in file);
 Missing documentation for completed activities in current FDP;
 Missing documentation for completed activities in current FDP;
 No FDP but documentation of one completed activity in file;
 No FDP;
 FDP incomplete (no indication of planned activities);
 No evidence of degree completion; missing documentation for one completed activity in FDP;
 No FDP;
 No professional development activities included in FDP;
 Missing documentation for completed activity in FDP;
 Missing documentation for completed activity in FDP;
 No official transcripts;
 No dates on planned professional development activities listed in FDP and activities listed are not related to field of teaching;
 missing documentation for completed activity in FDP;
 FDP not signed;
 No official transcripts, no evaluation of foreign credentials;
 Missing documentation for completed activities in FDP;
 No FDP;
 No official transcripts (requested more than 30 days ago); no FDP;
 No planned activities indicated in FDP; and,
 Indicated in-service activities in FDP are actually professional development activities; documentation in file does not match listed activities in FDP.

(Section 3-1-303(a)): The institution does not maintain adequate records relative to faculty.

(Section 3-1-542): The institution does not maintain official transcripts for all credentials that qualify faculty members and that are listed in the catalog.

(Section 3-1-543): Some faculty members are missing professional development plans with appropriate activities and/or documentation of activities.

- E. What evidence is there that faculty meeting are documented, regularly scheduled and that faculty has an active role in the development of curriculum and academic policies?

Following its review of the institution's faculty meeting binder, the team determined that there is ample evidence of regularly scheduled faculty meetings as well as documentation in the form of signed attendance sheets that faculty participate in those meetings. Agendas included addressed both curriculum development and academic policies.

- F. Who is assigned to provide oversight of the library resources? Provide evidence that the assigned individual appropriate academic and/or experiential qualifications to oversee the library and also maintains professional development in the field.

██████████ is assigned to provide oversight of library resources. ██████████ holds a bachelor's degree and a master's degree in library sciences, both from the University of Texas. She has more than 20 years of experience as a supervisory librarian.

No clear documentation was provided to indicate that ██████████ has participated in any professional growth activity since January 20, 2015, when she completed an American Library Association webinar.

(Sections 3-4-401, 3-5-401, and 3-6-701): The institution did not provide evidence that the librarian is participating in documented professional growth activities.

- G. Describe the graduate oversight committee and evidence that the committee is serving its role.

(Section 3-6-301): The institution does not utilize a designated graduate oversight committee for developing, modifying, and maintaining the graduate degree programs. Although the team viewed documentation that a graduate committee had been formed at the time of the institution's initial accreditation visit, that committee had not been continued afterwards.

- H. Provide evidence that at least one half of the graduate level courses are being taught by faculty possessing terminal degrees.

The team reviewed the faculty files for all faculty scheduled to teach graduate level courses during the summer 2016 term. The team identified that 124 course sections are being offered. Of those 124 course sections, at least 70 are being taught by faculty possessing terminal degrees, which is more than half of the courses.

7. PUBLICATIONS AND DISCLOSURES

- A. Based on review, provide evidence that the catalog contains all items as required by Appendix C?

The team reviewed the catalog and found that it contains all required elements as indicated in Appendix C, except for the description of transfer policies in the separate graduate programs section. There were, however, a few items which would require revisions to ensure consistency and accuracy and compliance with the *Accreditation Criteria*:

- Transcript –
 - The grading scale in the catalog does not match the grading scale on the transcript – the transcript has “S – Satisfactory” and “U – Unsatisfactory” elements that the grading scale in the catalog is missing.
 - The calculation for GPA identified on the transcript is “GPA = Total Quality Points Earned / Total No. of Classes Attempted,” but is “GPA = Total Quality Points Earned / Total No. of Credits Attempted” in the catalog.
 - The course numbering system provided on the transcript includes “600-699 Post Master Level Courses” when the institution no longer offers post-graduate programs, and the course numbering system in the catalog does not include this information.
- Statement of accreditation –
 - The statement of accreditation is “In April 2015, the College was accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award: Masters, Bachelors, and Academic Associates Degrees in the following programs: Accounting,

Business Administration, Computer Information Sciences, English as a Second Language.”

- The statement in the catalog does not use the exact verbiage required by the *Criteria* and further indicates which programs the degrees are awarded in. Because of its inclusion in the history section of the catalog and the use of past tense, the identification of accreditation does not come across as a current statement of accreditation, but rather, a biographical bullet point.
- The programs listed as part of the statement of accreditation include English as a Second Language which is an approved non-credit, short term module program, but is not an associate’s, bachelor’s or master’s degree program. Also, historically, this program was not approved by the Council until August 10, 2015.
- Online catalog
 - The catalog currently on the ACCT website is the American College of Commerce and Technology 2016 Catalog, Volume 7, No. 3, January 2016. The most current catalog which was presented to the team is Volume 7, No. 4, July 2016, which begins with the new summer term and students were between terms at the time of the visit. However, students were enrolling in the classes for the new term at the time.

(Section 3-1-701 and Appendix C): The catalog does not contain all required elements or some elements do not meet *Council* standards.

B. Provide evidence that all advertising and promotional materials are appropriate and accurately depict the services and operations of the institution.

The advertising and promotional materials used by the institution, which consist of newspaper ads, brochures, and flyers, are appropriate and accurately depict the services and operations of the institution, with some minor exceptions:

- Several newspaper ads, a quarter-page flyer, a brochure, and an ACCT newsletter indicated the institution offers “Accredited degree programs” or “Accredited programs at ACCT.” Accreditation by ACICS is properly stated in an additional sentence on the publications; however, these variations are incorrect, as ACICS does not accredit individual programs, but approves the programs offered by an accredited institution.
- One newspaper ad states that “ACCT is accredited by ACIS,” which is an incorrect abbreviation of ACICS and not one of the approved disclosure statements for advertising.

(Section 3-1-703 and Appendix C): The institution does not demonstrate compliance with all standards for advertising.

C. Describe the channels used by the institution for recruitment and promotional purposes. Based on review, are these sources used appropriately?

The institution utilizes a website and has a Facebook page where it posts information about student events, holiday closings, and more, and summarizes information about the institution. The sources are used minimally, but appropriately.

There are two videos that include the ACCT logo in them that were posted on YouTube by a [REDACTED]. One is video footage of an ACCT graduation ceremony, but the second is a promotional video for the institution that contains information about certificate and advanced graduate specialist degree programs, which are not currently offered by or approved for ACCT, and a message from [REDACTED], the past ACCT chairman who resigned from his position on the board. The institution should work to remove this video or update it appropriately.

(Section 3-1-703 and Appendix C): The institution does not demonstrate compliance with all standards for advertising.

D. What information is publicly disclosed as required by ACICS and the US Department of Education (DOE)? Where is the information disclosed and is it accurate?

Please note that DOE disclosure requirements do not apply to ACCT, a non-Title IV participant. The institution discloses 2015 CAR-period retention and placement rates for the institution and its individual programs (disclosed using the DOE's gainful employment disclosures template) on its website. As the institution was not required to submit a CAR due to its recent initial accreditation, the team requested that the institution provide the information used to establish such rates and that it provide the team with a mock CAR summary and backup spreadsheet from which the rates were computed. The CAR summary spreadsheet included information on students/graduates of the advanced graduate specialist degree programs in computer science, and business, development and policy, as well as the institution's certificate in accounting and non-degree program students. The team received clarification from the institution that all three programs had been taught out, and it indicated that only the ACICS-approved programs would be reported on an official CAR. However, the institution may disclose performance information as they determine. Further explanation and analysis of this mock CAR data is summarized below in the Data Integrity Review section. The only discrepancy noted between the institution's information from its mock CAR and the program information disclosed in the gainful employment disclosure templates (GEDT) is a placement rate of 100 percent for the master's degree in computer information systems, whereas a placement rate of 97 percent was recorded in the GEDT.

8. DISTANCE EDUCATION

- A. Provide evidence that the institution is approved to offer distance education (hybrid or fully online) and hold all the required state approvals to conduct business.

The campus provided a copy of the letter of approval of an initial grant of accreditation from ACICS, dated April 20, 2015 stating, "This grant of accreditation includes the institution's initial approval to offer up to 50 percent of one or more programs through distance education." The programs identified in the letter were accounting, business administration and computer information systems at the academic associate's degree, bachelor's degree and master's degree levels.

- B. Describe the qualifications of the individual assigned to provide administration of the distance education at the institution and provide evidence that they are qualified to do so.

██████████, director of online programs, is assigned to provide administration of distance education at the institution. ██████████ holds a bachelor's degree in electro-mechanical engineering from the University of Quebec, a master's degree in conflict analysis and resolution from George Mason University, an MBA from Strayer University, an MBA from I-Global University, a master's degree in accounting from American College of Commerce and Technology, and a doctoral degree in business administration from Apollo University.

██████████ has previous work experience in engineering and management. He joined ACCT in 2011 as an adjunct faculty member, and was promoted to his current position in June 2015. He has completed the following distance education training sessions hosted by the institution: Rules and Regulations: On-Line Education, January 2016; New Ways to Test Students Electronically, September 2015; Online Training & E-Textbooks Application, April 2015; Online Faculty Training, March 2015; and, The Online Teaching and Learning Course offered by the Thomas Jennings Open Learning Village, July 2015.

- C. Describe the institution's plan to implement distance education (which must include rationale, resources, course/program objectives, course content, and student assessment). How is this plan integrated into the Campus Effectiveness Plan (CEP)?

ACCT's distance education plan includes the required elements of a rationale, resources, course objectives, course content, and student assessment. However, the institution does not compare student learning outcomes or retention between online classes and ground classes as is required by Appendix

H. In the current CEP, ACCT states, "Because certain courses are offered in both formats and the student populations are small, the results are aggregated and reviewed by program." As a result, it does not know if students are performing similarly in both formats.

(Section 3-1-111 and Appendix H): The institution has not integrated its distance education plan into its CEP, nor has it documented that it has conducted evaluations of online courses and assessment of learning outcomes for students in online courses.

- D. Describe the admissions requirements that are unique to Distance Education and provide evidence that the institution is following those requirements as published.

The institution does not offer complete programs via distance education so there are no unique admissions requirements, and no additional requirements for students other than assuring they have the technical equipment (computer, internet connection) necessary for access of online courses.

- E. Describe the identity verification process. How does the institution ensure that the student's identity is verified throughout the course and program, and how will the student's privacy be protected?

During enrollment, students are provided a unique numerical identification that is linked to them throughout their time at the institution. They are also provided a unique login and temporary password to access the student portal and the online classroom. Once they are in the portal/online classroom, they may change their user name and password; however, this will stay linked to their unique numerical identification.

- F. Describe how the courses provide opportunities for interaction between faculty and students and students with other students.

- i. Because of requirements recently implemented, students taking online courses must now interact with at least two of their peers each week in online discussion boards. The team read several interactions between students in various online classes reviewed by the team. During its interviews with administrators, faculty and a few students who were on campus for registration, the team was able to confirm student-to-student interaction. Everyone interviewed was aware of the requirement for students to be engaged with their peers throughout the week.
- ii. However, further inquiry revealed that there was no faculty-to-student interaction. While all online faculty interviewed knew the requirement that they must post weekly assignments by midnight on Sundays, each informed the team that there was no requirement for them to post on the threads with their students. A few instructors were engaged in the threads; however, of those, only one was engaged more than minimally. The vast majority of online instructors were not engaged at all. The table below summarizes the interactions found by the team.
- iii. Although grade-book feedback is another opportunity for faculty-to-student engagement, as the table reflects, the majority of instructors did not take advantage of it. A few instructors did provide adequate feedback to students, offering comments on assignments and letting students know where they missed points. However, many comments noted were generic and minimal, and did not provide meaningful feedback. A high percentage of perfect scores were also noted, many with no feedback to support the grades.

When interviewed, faculty was not able to articulate requirements they must meet in the classroom. For example, there were no clear answers to the questions, "What are the expectations for posting in the classroom each week" or, "When are grades due from you to the students each week?"

The online director did provide the team a rubric his department uses to evaluate faculty; however, when the team asked to see a completed one for the previous term, it was not provided. Instead, a spreadsheet with each instructor's name and a yes/no under the columns "discussion 1," "discussion 2," and "assignment" was provided. This spreadsheet did not appear to be provided to individual instructors as it had all instructors' names on it. It was not clear how faculty members are informed of their compliance with the one requirement to post the discussion questions and the assignment to the class each Sunday night.

The rubric provided to the team was also unclear in terms of what it was measuring. One criterion on the rubric is "instructor periodically posts to some students in gradable discussion forum." The scale for this was "moderate" ("40- 50%"), "average" ("60-70%"), and "high" ("80%").

The team agreed this was typical of education community standards; however, there was no evidence to support that the information is being provided to faculty. There was no evidence provided to indicate communication with faculty who were not meeting these standards.

Additionally, faculty did not mention these requirements in interviews with the team. The team found that the rubric, if it were to be used, would be a valuable tool to help faculty understand the quantitative expectations of their performance. It could also be a systematic way, using technology, to measure faculty involvement in the classroom.

The institution has set clear expectations for students to log into the class. A student must post two discussion board posts each week in order for the next week to open. However, expectations are not clearly set or stated for online faculty. Faculty provided different answers as to who monitors their academic quality in the classroom. Some stated it was the online director while others stated it was their academic dean. There was no evidence to support that any evaluations of the faculty's academic quality in the classroom are being conducted.

There were evaluations in the faculty files reviewed by the team. However, nearly all of the evaluations had the exact same verbiage and there was no indication of whether the evaluations were for online or on-ground classes.

(Appendix H, Section II, Curriculum and Instructional Delivery (b)): Courses offered online do not provide sufficient and appropriate opportunities for interaction between faculty and students.

Course	Course Title	Instructor	Discussion Board (DB) Feedback	Assignment Feedback	Examples of feedback observed	Discussion Board Interaction
ACC500	Financial Accounting	[REDACTED]	N/A (no grade for DB-used for attendance only)	Yes	Specific feedback to each student	None observed
ACC500	Financial Accounting	[REDACTED]	No	Yes/Weak	"incomplete assignment"	Minimal, 1-3 per thread
BUS 520	Leadership and Organizational Behavior	[REDACTED]	NA	Yes/Weak	"well"	Minimal, 2-5 per thread
BUS550	Project Management	[REDACTED]	Minimal	Yes/Weak	"good work" "no submission"	
CIS200	Unix Operating System	[REDACTED]	NA	Yes - Strong		Yes, excellent
CIS70	Business Technology and Management	[REDACTED]	NA	Yes	Identical feed-back to	Yes, highly engaged

					all students	
CIS580	Software Engineering Development		NA	Yes/Weak	"well done"	Minimal, 1-2 per thread
CIS 555	Object Oriented Analysis & Design		None	none observed		None observed
CIS 599	Capstone		No discussions in Capstone	none observed		N/A
BUS557	Strategic Management & Competitive Advantage		No	Yes	Specific feedback to each student	Yes, highly engaged
BUS 530	Business Technology and Research					Yes, highly engaged in week one, but not later
MKT501	Marketing Management		No	Yes	Specific feedback to each student	None observed

G. Describe evidence that faculty members teaching online courses are appropriately qualified and trained to provide online instruction.

Prior to being assigned an online class, faculty members attend a one-on-one session with the online director. In this session, the online director reviews technical readiness and communication training. Topics covered include course design, course content, course objectives, and course assessment. Instructors must demonstrate their ability to build a course shell. Activities include uploading content to the class, creating, designing, and editing course modules.

The files for faculty who engage in online courses were reviewed and any discrepancies were listed in the previous comments on faculty files.

H. Summarize the concerns of SCHEV along with evidence that the institution has addressed those issues.

SCHEV reviewers concluded that, "ACCT provided false, misleading or deceptive information to SCHEV reviewers regarding students' ability to earn a degree totally online."

The ACICS team reviewed the files of 50 students, 46 of whom were international (F-1) students, and found that none of them were taking or had taken more than 50% of their academic program online. The team is convinced that SCHEV's concern arose from the error that ACCT made on its mock CAR on which it classified a number of students as "100%" online. In fact, those students were classified as 100% online only because they took only online courses during a particular term or during the CAR reporting period, not because they were enrolled in programs being offered fully online. The team spoke with the institution to provide clarification on this CAR classification for the institution's future information.

SCHEV reviewers also concluded that, "ACCT's online presence has a high degree of non-engagement as one would expect from a diploma mill as opposed to a genuine institution of higher education."

The ACICS team found that ACCT responded to this concern by requiring students to post to two discussion questions each week, prior to receiving credit for attendance. SCHEV had stated that students were receiving credit for attendance without having submitted any assignments, quizzes or discussions for the week. Prior to the SCHEV visit, students were allowed to submit all work at the end of the term. The institution responded to this by creating a policy that any student for whom

attendance has not been documented by participation in two discussion board threads in the first two weeks, will be dismissed as a no-show. Students are also now required to complete two discussions in a week prior to the next week being available to them. If they only complete one discussion, they will not be granted access to the new week. This encourages students to stay current each week. The ACICS team reviewed records for the spring 2016 quarter that had just ended and found most students had participated during each of the academic weeks.

As noted previously, the ACICS team is concerned that there is lack of adequate interaction between faculty and students. As reflected on the table included in this section of the report, the team's review of 12 spring quarter 2016 classes found minimal interaction between faculty and students. Most of the faculty feedback in the grade books was not descriptive or particularly helpful to individual students. While the institution indicated that faculty do work with students via email, phone or in person at the campus, there was no documentation to support this.

Finally, SCHEV reviewers concluded that, "The geographical dispersal of students is indicative of visa-mill behavior and undermines the claim that educational activity of sufficient quality is occurring."

The ACICS team found that nothing in the *Accreditation Criteria* prohibits ACCT from allowing non-regular (non-degree or non-credential seeking) students, wherever they may be physically located, to enroll in its online courses. Such a practice is not uncommon in the higher education community. Even so, because ACCT does not offer any academic programs fully online, it is not possible for either a regular student or a non-regular student to complete more than 50% of any ACCT program online. As stated previously, the team reviewed the files and transcripts of 50 regular students; none had completed more than 50% of their program coursework online. Additionally, there was no indication from those records that any F-1 students had exceeded the limitations under SEVIS for online study.

(Appendix H, Section II, Curriculum and Instructional Delivery (b)): Courses offered online do not provide sufficient and appropriate opportunities for interaction between faculty and students.

9. DATA INTEGRITY REVIEW

A. Placement Verification

Summarize the campus- and program-levels retention, placement, and licensure pass rates (where applicable). If placement was verified, please summarize the results of this verification to include the number of graduates reported as placed in each program, the number of calls attempted, the number of successful attempts, and the number that confirmed placement.

No placement verifications were conducted because, as a newly accredited institution, ACCT is not required to submit an official CAR during its first year of accreditation. The institution had, however, prepared a mock CAR in order to supply retention and placement rates for the purposes of disclosure. The team did review the titles of graduates as recorded in the institution's graduate placement report and found that most job positions directly corresponded with the graduate's program of study at ACCT. The team did note, however, that all placed graduates were marked as 'Placed by job title' when the graduates of the business administration and computer information systems programs have a variety of titles, and the catalog does not provide a list of job titles for which the program prepares students. Many of the placed graduates may need to be recorded under 'placed by skills' instead; this would not affect the placement rate.

Lastly, as the institution enrolls many international students, there are quite a few graduates who are marked as unavailable for placement due to visa restrictions. The institution included notes that many of these graduates had their optional practical training (OPT) requests denied, but some did not indicate the reason for the visa restriction (though their documentation binder may have had further

information), and one was marked as "went back home." When the institution prepares its official CARs for submission to ACICS, it must be consistent in how it reports the status of F-1 graduates.

Currently, ACICS allows an institution to decide whether F-1 graduates will be included in a calculation of placement rates or whether they will be excluded as an entire group on the basis of being ineligible to work because of their visa status. If the institution elects to include F-1 graduates as placed based on the fact that they were approved to work under the OPT, then all non-working F-1 graduates must be classified in the same manner as any other graduates. The classification of unavailability because of visa status cannot be used, even if their OPT requests were denied by the U.S. Citizenship and Immigration Services (USCIS).

B. Performance Disclosure Verification

In addition to placement rates, what other disclosed performance information was verified? Summarize the review.

The institution's programs are not ones that require licensure or have an applicable licensure/certificate/registration exam, so the only other information disclosed to the public was an institution retention rate, as produced by the mock CAR. The team did not review student files to verify the retention rate, but did examine the number of students recorded in the CAR summary compared to the number of withdrawals, completers, graduates, and leaves of absence, and determined that the retention rate was calculated appropriately. As the master's degree in computer information systems (MCIS) was the largest program, recorded with 524 enrollments, the number of withdrawals was also largest from the MCIS program (87). The overall retention rate was 82%, as is disclosed on the institution's website.

SUMMARY

Based on the team's review, the following areas require an explanatory response:

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
1	3-1-111 and Appendix H	The distance education plan is not integrated into the CEP and the institution does not assess student learning outcomes specifically for online courses (pages 4 and 17).
2	3-1-303(a)	The institution does not maintain adequate records relative to faculty and staff (pages 6, 8, and 12-13).
3	3-1-302	The institution does not have on file evidence of all degrees listed in the catalog for staff members (page 6).
4	3-1-202(b)	The institution does not maintain written evidence that all staff and faculty members clearly understand their duties and responsibilities (pages 6 and 8).
5	3-1-511	The administration of the accounting programs is not assigned to a qualified individual (page 12).
6	3-4-302 and 3-5-302	The institution does not have evidence that some faculty members are qualified to teach their courses (page 12).
7	3-1-542	The institution does not maintain official transcripts for all credentials that qualify faculty members (pages 12-13).
8	3-1-543	Some faculty members are missing professional development plans with appropriate activities and/or documentation of activities (pages 12-13).
9	3-4-401, 3-5-401, and 3-6-701	The librarian is not participating in documented professional growth activities (page 14).
10	3-6-301	The institution does not utilize a designated graduate committee for oversight of the graduate degree programs (page 14).
11	3-1-701 and Appendix C	The catalog does not contain all required elements or some elements do not meet Council standards (page 15).
12	3-1-703 and Appendix C	The institution does not demonstrate compliance with all standards for advertising (page 15).
13	Appendix H	The institution does not demonstrate that online courses provide sufficient and appropriate opportunities for interaction between faculty and students (pages 17-19 and 20).



August 26, 2016

ID Code 00050228(MC)

VIA E-MAIL AND UPS DELIVERY

Dr. William Schipper
President and CEO
American College of Commerce and Technology
803 West Broad Street, Suite 100
Falls Church, VA 22046

acics@acct.edu

Dear Dr. Schipper:

Subject: Special Visit Report/Show-Cause Directive Letter

The Council reviewed your institution at its recent meeting, including correspondence from the State Council for Higher Education in Virginia (SCHEV), the report from the special visit conducted in June 2016, and the institution's response to the special visit report. As a result of its review, the Council found the following based on the *Accreditation Criteria*:

1. SCHEV is moving forward with its decision to revoke the campus's certificate to operate due to the institution's failure to comply with SCHEV requirements, raising critical questions about the institution's ability to continue to operate or to establish eligibility for accreditation (Sections 1-2-100(b) and 3-1-521).
2. The Campus Effectiveness Plan (CEP) does not address the assessment of student learning outcomes in online courses (Section 3-1-111 and Appendix H).
3. The campus did not provide a complete job description signed by [REDACTED] (Section 3-1-303(a)).
4. There is insufficient evidence that the online courses are being delivered properly with appropriate interaction between faculty and students and sufficient oversight by the administration. The campus provided evidence that the institution had created a policy to resolve the issue of online interaction, but there remains no evidence that there is substantive interaction occurring as required in online courses (Sections 3-1-500 and 3-1-512 and Appendix H).
5. The Council is unable to determine that the newly assigned department chair for the Accounting programs is a member of the campus administration and has sufficient time to devote to the oversight of the programs (Section 3-1-511).

6. The campus does not maintain official transcripts for all credentials that qualify faculty members, and there is insufficient documentation to evidence that some faculty members are qualified to teach their courses (Sections 3-1-542, 3-4-302 and 3-5-302).
7. The online catalog does not comply with Council requirements (Section 3-1-701 and Appendix C).
8. The campus's designated committee for oversight of the graduate degree programs does not include employers (Section 3-6-301).
9. The apparent failure of the institution to comply with SCHEV requirements and the significant number of findings of noncompliance with the Council's accreditation standards identified by the special visit team only 14 months after the institution obtained initial accreditation from the Council call into question the integrity and effectiveness of the institution's administration (Title II, Chapter 1, Introduction and Sections 3-1-202 and 3-1-300).

Council Action

Due to the concerns surrounding the eligibility of the institution and the integrity and effectiveness of the institution, and the repeated findings issued in the short span of the institution's accreditation history, the Council 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 1, 2016**:

1. Evidence that the campus continues to be licensed to operate and to confer credentials in the state of Virginia. Documentation must include all communication between SCHEV and the campus as to the status of the institution's approval to operate in Virginia and to award degrees. The institution is reminded that in the event of a revocation of its license to operate by SCHEV, it is required to notify ACICS immediately of such action.

2. A revised CEP that includes disaggregated student learning outcomes data specifically for online courses. The campus must also provide a summary and analysis of this data and any educational processes that have changed as a result of this analysis.
3. A signed job description for [REDACTED], human resources coordinator.
4. Evidence that the campus provides sufficient, appropriate, and timely opportunities for interaction between faculty and students in the online courses with oversight by the campus administration. Documentation must include a detailed outline of the institution's updated policies and procedures for the delivery of online education, including expectations for interaction and engagement between students and between students and faculty, as well as a documented summary of completed administrative oversight activities in regards to the courses. The campus must also provide sufficiently thorough documentation of the interaction among students, and between faculty and students to provide a compelling picture of the systematic and effective implementation of this important practice.
5. Evidence that the accounting department chair is an institutional employee and member of the campus administration with sufficient time devoted to the administration of the programs. Documentation must include, but is not limited to, a signed employment or appointment letter, job description, and an ACICS Data Sheet for [REDACTED].
6. Evidence that the campus maintains official transcripts of faculty members to include sufficient information to demonstrate that all faculty members are qualified to teach their assigned courses. Documentation must include a list of all faculty teaching in the fall 2016 term, along with their teaching assignment, their credentials held, and copies of official transcripts for all qualifying credentials. For credentials earned at institutions outside the United States, the campus must provide equivalency documentation as outlined in Section 3-1-541.

The campus must also provide information to address the findings in the special visit report regarding the teaching assignments of [REDACTED], and [REDACTED] and whether or not these instructors are teaching in the fall 2016 term. Documentation must include official transcripts for all credentials held by each of these faculty members and identification of the coursework on each of these transcripts that qualify [REDACTED] to teach HUM200, Logic; PSY100 Introduction to Psychology, and SOC101, Introduction to Sociology; [REDACTED] to teach PSY100, Introduction to Psychology; and [REDACTED] to teach CIS150, Introduction to Networking.

7. A current catalog that complies with the Council's requirements and evidence demonstrating that the online catalog is identical to the printed catalog.
8. Evidence that the graduate oversight committee includes the appointment of employers as designated members of the committee. Documentation must include names and company affiliations, meeting minutes, and sign-in sheets of the graduate oversight committee demonstrating the participation of the employer members.

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.

Special Visit

Pursuant to Section 2-3-800 of the *Accreditation Criteria*, the Council has determined that a special full-team evaluation visit shall be conducted to both campuses of the institution to investigate the issues listed above. The institution will be required to pay the expenses of the evaluation team and will be contacted by an ACICS staff member to schedule the date of the visits.

Institutional Teach-Out Plan

Further, in compliance with Section 2-3-230 of the *Accreditation Criteria*, the institution is directed to submit an updated contingency teach-out plan that includes:

- a. A listing of students with the student name; program of study; expected graduation date; and status of unearned tuition, status of refunds due, and current account balance for each student.
- b. A listing of comparable programs offered at other nearby institutions in the event that teach-out agreements or transfer arrangements are needed for students to complete their programs elsewhere.
- c. A custodian for all permanent academic records in case of closure that includes contact information for this individual or entity and the process by which students can obtain their records.
- d. A description of the financial resources available to ensure that students can complete their programs or receive refunds if the institution does cease operations.

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.

Dr. William Schipper
August 26, 2016
Page 5

If you have any questions about this action, please contact [REDACTED] at [REDACTED]

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
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- Ms. Sylvia Rosa-Casanova, State Council of Higher Education for Virginia
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SPECIAL FULL-TEAM VISIT EVALUATION REPORT

AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY

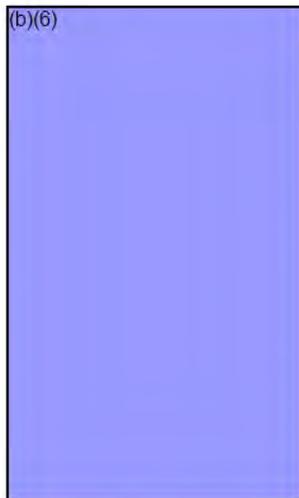
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Dr. William Schipper, President and CEO (wvs@acct.edu)
acics@acct.edu

October 12-14, 2016



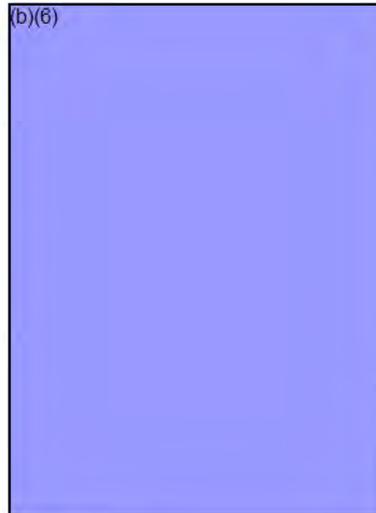
Ms. Jan A. Chambers

Chair
Student-Relations Specialist

Educational Activities, Library,
and Distance Education

Accounting Specialist
Computer Information Systems
Specialist
Business Administration
Specialist

Staff Representative



ACICS

Athens, GA
Chandler, AZ

Miami, FL

Imperial, PA
Newark, NJ

Rockton, IL

Washington, DC

**PROGRAMS OFFERED BY
AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY
FALLS CHURCH, VA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Contact Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR # Retention & Placement (%)			
						2015		2014	
						Ret.	Pla.	Ret.	Pla.
Associate of Arts	Academic Associate's	Accounting*	900	90	0/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Accounting	1800	180	5/1	N/A	N/A	N/A	N/A
Masters of Science	Master's	Accounting	540	54	22/1	N/A	N/A	N/A	N/A
Associate of Arts	Academic Associate's	Business Administration	900	90	4/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Business Administration	1800	180	32/2	N/A	N/A	N/A	N/A
Masters of Science	Master's	Business Administration	540	54	173/4	N/A	N/A	N/A	N/A
Associate of Arts	Academic Associate's	Computer Information Systems **---	900	90	2/1	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Computer Information Systems **---	1800	180	116/2	N/A	N/A	N/A	N/A
Masters of Science	Master's	Computer Information Systems **	540	54	702/7	N/A	N/A	N/A	N/A
Certificate of Completion	Non-Credential Short-Term Program	English as a Second Language ***	1320	N/A	8/0	N/A	N/A	N/A	N/A
		Non-Degree Program +	N/A	N/A	0/3	N/A	N/A	N/A	N/A
TOTAL ENROLLMENT					1085				
TOTAL CAMPUS RETENTION		N/A		TOTAL CAMPUS PLACEMENT			N/A		

Notes: The institution received an initial grant of accreditation in May 2015. Thus, a 2015 CAR was not required. The 2016 CAR is not due to ACICS until November 1, 2016. All graduate placements reviewed for purposes of this report will be reflected on the 2016 CAR. Additional explanation is provided in the *Data Integrity Review* (section 14) portion of this report

* Currently no students are enrolled in the academic associate's degree program in accounting. The last enrollment in this program was in the spring 2016 term. The campus plans to continue to offer the academic associate's degree as part of its program offerings in accounting.

** The ACICS approved titles for these programs are "computer information systems." The catalog, all promotional materials, and information reviewed at the campus refer to these

programs as “computer information sciences.” Further the State Council of Higher Education in Virginia (SCHEV) has approved a “master of science” and an “associate of arts” degree in computer information systems (T. Robinson letter, September 28, 2016). Notably and as discussed elsewhere in this report, SCHEV did not list a bachelor’s degree as approved in this subject area.

- *** English as a Second Language was not reviewed by the team. It is a non-credit program, consisting of six modules of 220 clock hours each, intended for students seeking college-readiness and/or designed for persons interested in improving their skills in written and spoke English but who are not necessarily pursuing an academic program at ACCT or elsewhere.
- + These three students are taking one class with no plans at this point to matriculate into any of the campus’s programs.
- ++ The campus’s most recent Academic Credit Analysis, provided to ACICS in November 2014, designates the computer information systems (CIS) academic associate’s degree program to offer 910 clock hours and the CIS bachelor’s degree program to offer 1815 clock hours. However, the campus catalog identifies the CIS academic associate’s degree program as offering 900 clock hours and the CIS bachelor’s degree program as offering 1800 clock hours; the credit hours earned remain the same. Additional explanation is provided in the *Publications* (section 7) portion of this report.

INTRODUCTION

The American College of Commerce and Technology (ACCT) was founded in 2009 with the goal of providing students with an affordable education that links academic theory with real-world applications. It is a closely held C corporation, incorporated in the Commonwealth of Virginia. There were three original co-owners: [REDACTED], the current president and CEO, [REDACTED], the current vice president of operations, and [REDACTED]. The campus began offering classes in 2010 with 50 students and reported steadily-increasing enrollments over its six-year period in operation of up to nearly 1900 students in the 2016 fiscal year.

On the first day of the team visit, ACCT documented enrollment at 1,085 students representing 50 foreign countries. The majority of the students are from India, Bangladesh, Nepal, and Pakistan. Comments from those interviewed at the campus estimated the percentage of international students at between 80-98 percent. The majority of students are non-traditional in age (25 and older), and male students outnumber female students by 3:1. Nearly 70 percent of the students are enrolled in the master's degree in computer information systems.

BACKGROUND OF THIS SPECIAL FULL-TEAM VISIT

This was a special full-team, limited announcement, visit - meaning ACCT's staff and the ACICS team had approximately 10 days' advance notice of the visit. The genesis of this review occurred in March 2016 when the campus was notified by the State Council of Higher Education for Virginia that it "...is considering a recommendation that Council [SCHEV] revoke American College of Commerce and Technology's Certificate to Operate on the basis of the schools' failure to maintain compliance with Virginia regulations" ([REDACTED] personal letter to [REDACTED], March 8, 2016). This launched a number of actions and responses on the parts of ACCT, ACICS, SCHEV, and the federal department of education.

To further inform this report, the history of the institution's accreditation and compliance with its state agency's regulations – as reviewed by the team - are highlighted as follows:

- ACCT is founded in 2009 and authorized to operate as an institution of higher education in Virginia by SCHEV.
- The institution began the initial accreditation process with ACICS in November 2012.
- The January 2013 initial ACICS visit resulted in 38 areas of noncompliance.
- ACCT was denied accreditation by ACICS ~~in April 2014~~.
- ACCT appeals to ACICS Review Board of ~~Appeals~~.
- In August, 2014 the ACICS Appeal Board remanded the denial decision back to Council and called for a visit to investigate 15 areas of "issues" that it identified.
- An ACICS Fast Assessment and Compliance Team (FACT) visit took place in October 2014 and reports on the 15 issues.
- In May 2015, Council issued a two-year grant of accreditation to ACCT (due to expire in 2017).
- In February of 2016, SCHEV audits the school and issues a report in March of that year with 13 areas of noncompliance and 2 areas of serious concern.
- On May 1, 2016 ACCT holds an informal fact finding conference with SCHEV and provides written documentation and oral statement refuting some of the findings of the SCHEV audit and correcting some areas of noncompliance.

- ACICS conducts an unannounced visit on June 21-22, 2016 with a team of four who find 13 areas of deficiency that require an explanatory response. NOTE: Campus was on break during this unannounced visit.
- ACCT prepares responses to both ACICS and SCHEV findings on areas of noncompliance.
- On July 7, 2016, SCHEV responds with its findings of three unresolved items of non-compliance: (1) Instructors are not properly qualified to teach assigned courses, (2) Institution does not follow its own admissions policy [in that] student records for international students do not reflect requirements and justification for admission, and (3) program offerings do not meet standards of quality expected of institutions of higher education. SCHEV's staff indicates it will prepare a report for ultimate review by SCHEV (the Council) with the recommendation to revoke ACCT's Certificate to Operate.
- On August 26, 2016 ACICS issues a directive to ACCT to show-cause why its accreditation should not be withdrawn by suspension or otherwise conditioned during the December 2016 review cycle. The Council informs ACCT that a special full-team visit "shall be conducted... to investigate the issues listed..." (██████████ letter to ██████████, August, 26, 2016).
- On August 29, 2016, ACCT is informed by the Federal Student Aid Office of the U.S. Department of Education that it is denying ACCT's application for initial participation in Title IV, HEA programs based upon ACCT's status with its state authorizing agency and also upon the findings set forth by ACICS.
- ACCT appeals SCHEV's staff decision of July 7, 2016 to recommend revocation. An administrative hearing date is set for October 31, 2016 (and a "hold" placed on November 1st in case extra time is necessary). Short briefs outlining the issues for consideration are to be mailed on October 17th, and a prehearing order that includes an exhibit exchange has a deadline of October 25th.
- On September 1, 2016, ACCT requests a hearing in person before the ACICS Council to address its concerns regarding areas of non-compliance.

PURPOSE OF THIS VISIT

Integral to its show-cause directive of August 29, 2016, the Council determined that a special full-team evaluation was to be conducted to investigate the issues that remained with the institution, including those with SCHEV. It was noted that the June 2016 unannounced visit was conducted when the campus was not in session, thus few faculty and students were available for interview and there were some areas of campus administration and operations that were not examined. Further the June 2016 visit did not include program specialists and thus the quality and efficiency of the academic programs were not reviewed. Thus this team was to conduct a "comprehensive" review, similar to a re-accreditation review, and report to Council.

THE REPORT HEREIN

The team spent three full days and evenings at the campus. The revised September 2016 report templates were used to guide the review. The ACICS staff representative provided unofficial data and information from the unofficial CAR to inform placement information. [Note: The campus's first official CAR was due on November 1, 2016.] The time on-site was spent interviewing administrators, faculty, staff, and students; observing classes and interviewing students; reviewing paperwork relevant to accreditation and licensure; reading notes and minutes of meetings held at the campus; reviewing student, faculty, and staff files; examining the various student services and offices at the campus; examining distance education components; reviewing data and survey results; discussing findings; and preparing reports.

In addition to the information provided in the various sections of this report, a call for comments went out by the campus seeking feedback from the faculty, staff, and students and providing a link where comments could be provided. A student survey was also completed while the team was on-site. The following are highly synthesized findings from this feedback:

Call for Comments: There were 172 responses from students, staff, and faculty, and the majority of the respondents were students. A handful of students stated that the campus needed a larger facility because of student growth, and that they wished there were more extracurricular activities. Other than those very few suggestions, all of the comments were positive. While reviewing the results of the online call for comment survey, the team noted that several of the surveys returned by students were completed in locations that are not within close proximity of the campus, such as Lawn, New Jersey; Iselin, New Jersey; New Rochelle, New York; Union, New Jersey; Atlantic City, New Jersey; Kent, Ohio; Tampa, Florida; and Reno, Nevada. The survey utilizes technology to identify the geolocation [geolocation is the identification of the real-world geographic location of an object, such as a mobile phone or Internet-connected computer terminal] of the IP address used by the survey taker to complete the survey. The fact that so many surveys returned were from a distance seemed unusual and of concern to the team, since with a predominantly international student population on F1 Visas, the team assumed a majority of students would be, as required, on-ground and therefore would complete the survey in closer proximity to the campus.

Student Survey: There were 342 students who completed the survey while the team was on site; 95 percent of students surveyed responded that they agreed with these two statements: “D.01. Overall, I am satisfied with the quality of education I am receiving” and “D.02. I would recommend this institution to others.” Only three persons responded that they disagreed with Question D.01, and only two respondents disagreed with Question D.02; a few indicated they were neutral. There were many pages of open-ended comments. A cursory analysis is that 100 percent of the statements can be classified as positive, and all students are satisfied with all aspects of the campus: “good college,” “help with communicating with different cultures and backgrounds,” “low tuition,” “effective and helpful staff and faculty,” “great library,” “convenience of class times,” “warm and welcoming environment,” “quality education from excellent faculty with great support,” “outstanding methods of teaching,” “good equipment,” etc.

The team was very appreciative of the time, cooperation, and help provided by all administrators, faculty, staff, and students at the campus. As noted earlier, neither the school nor the team had a lot of time to prepare for this visit. The amount of material sent to the team in advance was considerably less than is typical for full-team visits. Nevertheless, all at the school were very helpful in responding in a timely manner to team requests for materials and information.

REPORT QUESTIONS

1. MISSION

1.01 What is the mission statement of the institution?

As disclosed, "ACCT's mission is to offer affordable academic undergraduate and graduate degree and non-degree programs designed to help students develop skills and competencies to enhance their professional careers. Degree programs include Accounting, Business Administration, and Computer Information Sciences." The mission statement is then accompanied by the following goals:

- Maintain up-to-date curricula which are responsive to the current and future needs of students.
- Match expected learning outcomes to employer demands and expectations for skill development in students.
- Match student goals with appropriate programs of study.
- Employ faculty with experience in both academic and professional fields.
- Ensure affordability by tailoring scholarships, loan, grants, and financing to match the needs and circumstances of our students.
- Develop a culture of continuous improvement in the delivery of our mission.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?

Yes No

1.03 Are the objectives devoted substantially to career-related education?

Yes No

1.04 Are the objectives reasonable for the following:

(a) The programs of instruction?

Yes No

(b) The modes of delivery?

Yes No

(c) The facilities of the campus?

Yes No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available to the public?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-100): The mission statement is not appropriately disclosed in the campus catalog and in other publications readily available to the public. The mission statement in the campus catalog and in other promotional materials identifies the computer information systems programs as "computer information sciences"; the approved program title in records at both ACICS and the State Council of Higher Education for Virginia (SCHEV) is "computer information systems."

1.06 Describe how the campus demonstrates its commitment to successful implementation of its mission.

The second sentence in the mission statement is very specific in that it identifies the three program areas currently being offered at the campus. Further, the mission statement is followed by a vision statement

which states that the campus strives to attract, employ, and retain a professional staff and credentialed faculty recognized for expertise in their field and who are prepared to excel in the art of teaching.

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?

Yes No

The CEP reviewed by the team was dated October 11, 2016, and given to the team on the first day of this special visit, October 12, 2016.

1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?

Yes No Not Applicable

1.09 Does the CEP describe the following:

(a) The characteristics of the programs offered?

Yes No

(b) The characteristics of the student population?

Yes No

(c) The types of data that will be used for assessment?

Yes No

(d) Specific goals to improve the educational processes?

Yes No

(e) Expected outcomes of the plans?

Yes No

1.10 Are the following six required elements evaluated in the CEP:

(a) Student retention rates?

Yes No

(b) Placement rates?

Yes No

(c) Level of student satisfaction?

Yes No

(c) Level of graduate satisfaction?

Yes No

Level of employer satisfaction?

Yes No

Student learning outcomes?

Yes No

1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.

The campus's four primary measures to assess student learning outcomes include: (1) grade point average; (2) student outcome assessment test for the master's degree in business administration; (3)

student outcome assessment test for the master's degree in computer information systems; and (4) Accuplacer entry and exit tests.

1.12 Are the following identified and described in the CEP:

(a) The baseline data for each outcome?

Yes No

(b) The data used by the campus to assess each outcome?

Yes No

(c) How the data was collected?

Yes No

(d) An analysis and summary of the data collected?

Yes No

(e) An explanation of how the data will be used to improve the educational processes?

Yes No

If Yes for (d) and (e), describe the types of data collected and how the campus is using the data to improve the educational processes.

For the undergraduate programs, GPA is the uniform and comparable measure of student achievement across programs and across time. The campus plans to improve GPAs with increased attention to faculty development, especially in developing and sharing best practices. The campus also plans to require completion of a capstone course in all undergraduate academic programs which will be designed to integrate a broad range of knowledge and skills learned throughout the program. A resulting portfolio will be required and a rubric used to assess a variety of measures such as technical competence and writing quality. A major reason for these changes is to reduce the unmotivated factor that may exist with some students.

The MBA program utilizes the Education Testing Services MBA Major Field Test. The comparatively low scores with the national mean on this test have led ACCT to consider employing a different test to assess student learning outcomes. Based on data and input from faculty, the campus has decided to change the test to the Peregrine Academic Services online application to measure student learning outcomes. Peregrine Academic Services provides nationally normed, summative assessment services for business administration programs that are used for internal and external programmatic evaluation. This test will be given to both graduate and undergraduate business students.

The institution has developed an internal test, tailored with the curriculum, to assess graduated CIS students' learning outcomes. A test bank of 1500 questions was developed by faculty members with expertise in the areas tested, and 50 items are randomly selected from that bank for testing CIS graduates at the completion of their program(s). Scores are analyzed at the end of each term and used to inform faculty of where changes might be tweaked in content and delivery of courses.

At the present time, the campus does not measure graduates from the accounting program(s) with a similar national or campus-developed standardized test. Learning outcomes in accounting programs are currently assessed through homework, quizzes, tests, and projects or practice. The campus may participate in the Peregrine Academic Services nationally normed, summative assessment for its accounting programs as well as for its business administration programs.

Beginning in the Fall 2014 term, the institution required all students to take an Accuplacer English diagnostic test at the beginning of their enrollment and again during their expected final quarter of enrollment. Various strategies were employed to assist students earning a score of below 65 with additional instruction in English. The campus plans to shift to a "universal solution" in which all students are provided with language support through completion of a Failure Free Verbal Master English enhancement program. The students will be tested again during their final term of enrollment which will help the college assess each student's progress in English language skills.

- 1.13 What are the published annual student achievement (retention, placement, licensure if applicable) goals, and how does the campus demonstrate its ability to maintain or improve the outcomes?

The published annual retention rate for 2016 is 85 percent; for placement, it is 75 percent.

- 1.14 Describe the specific activities that will be undertaken to meet goals established for all elements. Many of the activities identified to meet goals have been described in response to Question 1.12. In addition, the campus is increasingly monitoring student attendance; conducting exit interviews with students and using the feedback to improve retention; increasing emphasis in the student services center to coordinate career development and student activities; adding more job fairs, mock interviews, and guest lectures; and expanding cooperative education agreements with employers.

- 1.15 What documentation does the campus maintain, and that the team reviewed, to evidence the following:
(a) That the CEP has been implemented?

The team reviewed the data and resulting analyses for student learning outcomes, placement (i.e., for the six-month period, January through June 2016), student satisfaction, graduate satisfaction, and employer satisfaction.

- (b) That specific activities listed in the plan have been completed?

The team reviewed faculty and Campus Effectiveness Team (CET) meeting minutes which documented presentations and some discussions of the various activities identified in the CEP.

- (c) That periodic progress reports have been completed?

The team reviewed progress reports in the CET meeting minutes and in various exhibits provided to the team during the visit.

- 1.16 Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.

The institution's CET is comprised of all campus managers, deans, and directors; faculty and staff are welcome to attend and participate. According to the campus president/chief executive officer (CEO), the CET is the policy-setting and managerial group to direct and administrate the college.

Describe the process of implementation and monitoring utilized by the campus.

The CET meets weekly to discuss the performance of the campus across all areas, review data and reports, and to analyze plans and outcomes of established activities.

- 1.17 Describe the documentation that evidences that the CEP is evaluated at least annually.

The CET committee listed 39 actions and recommendations initiated in the 2016 fiscal year. A summary of this list and resulting action was provided to the team. Documentation exists in various forms

throughout the campus and is recorded; for example, in agendas and meeting minutes for the Board of Directors, Graduate Council, CET, and administrative staff.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog:

(a) Governance, control, and corporate organization?

Yes No

(b) Names of the trustees, directors, and/or officers?

Yes No

(c) Names of the administrators?

Yes No

2.02 Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work.

Job descriptions are prepared for all positions at the campus. The descriptions delineate the roles and responsibilities for the position and identifies the person to whom the employee reports. All employees are formally evaluated at least once a year, and completed evaluation forms were in all files of those who had been employed for at least one year. Many employees are trained on the job and as the need by their supervisor(s). In addition, evidence of in-service training, attendance at professional conferences, and participation in webinars and/or on-line courses were provided in all files.

2.03 Identify the campus administrators and list their positions and duties.

Listed below are the names, titles, and a brief position descriptions for the current campus administrators.

- [REDACTED], president and CEO, is the chief administrator at the campus.
- [REDACTED], vice president and director of communications, oversees internal and external promotional materials and communications. She works with the president and Board of Directors to monitor the establishment and accomplishment of institutional goals.
- [REDACTED], vice president of operations and primary designated school official (PDSO), oversees day-to-day operations at the campus and serves as principal school official to issue immigration documents and grant immigration benefits to students with an F1-visa status.
- [REDACTED], director of admissions, directs admissions strategies, promotes the campus to prospective students and the general public, and trains and develops admissions staff.
- [REDACTED], director of information technology (IT), supports and troubleshoots technology, manages the campus web site, administers standardized tests, and provides on-line technical support.
- [REDACTED], business office manager, administers student payment plans, schedules employees, and manages the business office and its employees.
- [REDACTED], accountant/manager, documents financial transactions and prepares financial statements, manages the accounts payable function, prepares budgets, and trains financial/accounting staff.
- [REDACTED], human resources (HR) coordinator, provides services related to student registration and graduation, maintains and updates faculty files, and supervises employees.

- [REDACTED], registrar, administers satisfactory academic progress, conducts graduate and employer surveys, tracks attendance and prepares reports, and organizes and manages activities related to records.
- [REDACTED], records manager and transfer officer, ensures the integrity of administrative, faculty, staff, and student files and works with the course transferability function.
- [REDACTED], director of student financial services, supervises, trains, and oversees operations and flow for financial aid and the campus business office.
- [REDACTED], librarian, provides professional library services and directs library operations.
- [REDACTED], compliance officer, works with accreditation, problem solves to resolve compliance issues, and oversees the CEP and the CAR.
- [REDACTED], director of institutional research, oversees strategic design and development of the institution's programs and infrastructure, particularly on data to inform the CEP.
- [REDACTED], director of online programs, develops and revises plans for online programs, recommends faculty to teach online, and coordinates assessment of online education.

In addition to those specifically identified as administrators in the catalog, five more persons were identified as program administrators:

- [REDACTED], dean of the school of computer information sciences (title as referenced by the campus);
- [REDACTED], dean of the school of business;
- [REDACTED], chief academic officer and dean of undergraduate studies;
- [REDACTED], interim director of English as a Second Language (ESL); and
- [REDACTED], department chair of accounting.

Do the individual(s) have sufficient time to satisfactorily perform all duties?

Yes No

2.04 Describe how the campus documents that faculty and staff members:

(a) Clearly understand their duties and responsibilities.

All faculty and staff are provided with a job description that states their specific duties and responsibilities. All staff have signed their job description.

(b) Know the person to whom they report.

The job description includes the name of the person to whom the employee reports.

(c) Understand the standards by which the success of their work is measured.

The standards are extracted through review of the job description. Further, the evaluation form typically included items related to the assigned job responsibilities that were evaluated using a five-point Likert scale for specific skills, ranging from "Exemplary" to "Needs Improvement."

2.05 Describe the documentation the administration maintains to evidence evaluation of the faculty and staff.

All staff files reviewed had evidence of an annual evaluation that typically included assessment of job knowledge, skills, work quality, work ethic, and initiative. The completed evaluations were signed by the employee and their respective supervisor.

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

2.07 How is the employee grievance policy communicated to faculty and staff, and where is it documented?
Each personnel file included the faculty and staff grievance policy procedure and was signed by the employee.

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes No Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
██████████ is the president, CEO, chairman of the Board of Directors, and one of the original and principal owners of the institution. He is responsible for the financial oversight of the campus. ██████████ has over 40 years of experience in education and previously worked as a high school teacher, coach, postsecondary academic dean, executive director for the National Association of State Directors of Special Education, and a consultant. He has a Ph.D. in educational administration from the University of Utah, a master's degree in education from the University of the Pacific, and a bachelor's degree in social science from Chico State College.

2.10 Describe the organization of the campus and what evidence there is that the administration of the campus is effective and efficient.

The team was provided an organizational chart which essentially depicts ACCT as managed by the president/CEO who reports to a five-member Board of Directors. There are 25 administrative positions identified on the organizational chart. All student, faculty, and institutional support services report directly to the president and/or through a special assistant to the president. The librarian and administrators for the business, CIS, accounting, ESL, and online programs report to the chief academic officer.

(Section 3-1-202(a)): The institution was unable to evidence the effectiveness and efficiency of its administration. Based upon not only the copious amount of inconsistent documentation reviewed by the team, the campus administration did not evidence its ability to provide adequate administrative capability as it relates to the students, faculty, staff, and institution in its entirety. The inefficiencies were in relation to educational activities, admissions, student financial aid, and other areas of compliance with the *Accreditation Criteria*. Several of these areas include the failure to adhere to and properly maintain: the academic credit analysis; an accurate depiction of current program and course requirements in campus publications and advertising material; the advertisement of only approved programs and credentials; the maintenance of all faculty qualifications; minimum program requirements; the clear outline of student/institutional obligations in enrollment agreements; the adherence to course rubrics established by the institution; and the appointment of adequate graduate program oversight.

3. ADMINISTRATION

3.01 Who is the on-site administrator, and what are this person's qualifications?

██████████ is the on-site administrator. As previously mentioned, he has been involved in education in a variety of capacities for over 40 years. ██████████ has a Ph.D. in educational administration from the University of Utah, a master's degree in education from the University of the Pacific, and a bachelor's degree in social science from Chico State College.

3.02 Does the campus list degrees of staff members in the catalog?

Yes No

If *Yes*, is appropriate evidence of the degrees on file?

Yes No

3.03 Is there evidence that the campus keeps adequate records to support the following administrative operations:

(a) Financial aid activities?

Yes No Not Applicable (The campus does not participate in financial aid.)

(b) Admissions?

Yes No

(c) Curriculum?

Yes No

(d) Accreditation and licensure?

Yes No

(e) Guidance?

Yes No

(f) Instructional resources?

Yes No

(g) Supplies and equipment?

Yes No

(h) The school plant?

Yes No

(i) Faculty and staff?

Yes No

(j) Student activities?

Yes No

(k) Student personnel?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Sections 3-1-303(a) and 2-2-151(b)): Adequate, complete, and up-to-date records are not fully maintained to support the admissions, curriculum, accreditation and licensure, and faculty operations at the campus. The enrollment agreement does not meet Council standards, not all faculty transcripts are on file and/or have been translated into English, and there are inaccuracies with some areas of the curriculum and courses (e.g., in course listings, course descriptions, academic credit analysis).

Further, the program approval information from both the state-approval agency (SCHEV) and ACICS is not congruent with the catalog and promotional materials. Documents from both SCHEV and ACICS clearly affirm that the computer programs offered at this campus are approved as computer information systems, not computer information sciences, referenced in the campus catalog, website, and advertising materials. Further, SCHEV's approval letters from the last two years (██████████ letter to ██████████, July 15, 2015 and ██████████ letter to ██████████, September 28, 2016) do not list approval of bachelor's degree programs in business administration or in computer information systems. As stated in both letters, the programs approved by SCHEV to be offered at this campus include the following:

certificate in English as a Second Language, associate of arts in accounting, associate of arts in computer information systems, bachelor of science in accounting, master of science in business administration, master of science in accounting, and master of science in computer information systems. Thus, current and up-to-date approval information for accreditation and state authorization, congruent with program and promotional materials at the campus and on its website, is missing in the records.

The campus provided an email sent from a representative at SCHEV that indicated that the business administration and computer information systems bachelor's degree programs were inadvertently left out of their July 15, 2015 approval letter. However, the most recent SCHEV approval letter reviewed by the team, sent September 28, 2016, did not include these two bachelor's degree programs. The team was unable to understand the reasoning for the exclusion of the two bachelor's degree programs in the most recent state approval letter and therefore only recognized the programs outlined in that updated letter. The campus provided a written explanation to the team in response to these concerns. Its summary statement: "ACCT has been trying to get these changes reflected properly on both the ACICS and SCHEV websites but to no avail" (██████████ statement, correspondence, October 14, 2016).

3.04 Does the campus admit ability-to-benefit students?

Yes No (If No, skip to 3.09.)

3.09 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

3.10 Are appropriate transcripts maintained for all students?

Yes No

3.11 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

Initially, the grading system in the catalog was not consistent with the description on the transcript. The catalog was corrected during the team visit to make the description of the grading system consistent with the catalog.

3.12 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.13 Does the campus maintain transcripts for all students indefinitely?

Yes No

3.14 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

3.15 Describe the training the campus administration provides to staff to carry out administrative functions.

There was much documentation of in-service training sessions provided by the campus, along with back-up documentation to evidence the approval of trainings provided by outside sources, in the form of:

specialized courses and webinars offered by companies such as Microsoft, JAVA, and Fred Pryor; and attendance at job-related conferences and seminars.

3.16 Describe how effective recordkeeping is at the campus.

As previously identified, many persons have been employed to handle daily campus operations, manage records, and provide administrative-related services. Many of them supervise a support staff whose specific assignments include maintaining, filing, and updating records. A number of these employees were recently hired, undoubtedly to deal with an ever-increasing growth and findings from other evaluation teams and entities who have visited and/or consulted with the school. However, as noted here and reference throughout this report, the accuracy and careful keeping of records has not yet been fully attained.

COMMENDATIONS:

All administrators, staff, and students at the campus were most gracious and cooperative with the team throughout the visit even on such short notice. Many, many documents were requested throughout the three-day/evening visit and all staff worked diligently to provide the requested materials, explanations when needed, and help the team complete its assignments. The team greatly valued the conviviality and cooperation while on site.

The students, faculty, and staff were almost uniformly complimentary of the campus, the administrators, and learning/work environment. There was a great sense of commitment to the students, their special needs – especially as related to the fact that nearly all are from foreign countries, and to their learning and career goals.

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

There were 200 student files reviewed by the team. The files were classified on the 2015-2016 unofficial Campus Accountability Report (CAR) as 29 graduates, 43 withdrawals, 15 completers, and 113 still enrolled. Of the files, 137 were from computer information systems programs, 57 from business administration programs, and 6 from accounting programs, for a total of 19 percent of the total degree program census. In addition, the financial ledger cards for all files were reviewed.

4.02 How does the campus ensure that its student relations reflect high ethical standards?

The campus ensures that the student relations reflect high ethical standards through consistent and systematic training as evidenced by certificates of completion for on-line training courses conducted through Insperity, the campus's human resources partner, acknowledgement of receipt and understanding of the anti-harrasment and ethics policies in the employee handbook, and dialog with faculty and staff at regularly-scheduled Tuesday staff meetings.

4.03 Describe the admissions criteria.

Undergraduate students must meet the following admission requirements: complete and sign an enrollment application, submit a non-refundable application fee, and submit a high school diploma/transcript or high school transcript or attestation.

Graduate students must meet the following admission requirements: complete and sign an application, submit a non-refundable application fee, present evidence of a bachelor's degree from a state-recognized or an accredited institution recognized by the U.S. Department of Education or foreign equivalent, and provide all undergraduate transcripts.

International students must also meet the following admission requirements: submit a form of identification; provide an affidavit of support and/or bank statement which indicates support to cover tuition, books, room and board, health insurance, and other personal living expenses for up to one academic year; and satisfactory documentation of English proficiency.

Is the admissions process appropriate?

Yes No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes No

If Yes, what evidence is there to demonstrate that these parties are supervised by and familiar with the campus?

The campus was able to evidence that it supervises third party recruitment by providing the team with documentation of recruiter visits to the campus, agent contractor agreements, student recruitment agency information sheets, and agent evaluation forms that are completed by each student.

4.05 What evidence is there to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

As noted earlier, the team reviewed 137 student files from the computer information systems programs, 57 student files from the business programs, and 6 student files from the accounting programs. The reviewed files demonstrated consistent application of admissions criteria for students admitted under the same version of the catalog within the same program and start date.

4.06 Does the admissions policy conform to the campus's mission?

Yes No

4.07 Is the admissions policy publicly stated?

Yes No

4.08 Is the admissions policy administered as written?

Yes No

4.09 Does the campus use an enrollment agreement for each enrolled student that:

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes No

(b) Outlines all program-related tuition and fees?

Yes No

(c) Has a signature of the student and the appropriate school representative?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-414): The institution does not use an enrollment agreement that clearly outlines the financial obligations of both the institution and the student. The campus's current student enrollment agreement states, "My signature below certifies that I have received a copy of the institution's Enrollment Agreement and cancellation and refund policies have been clearly explained to me." However, the agreement does not include language to confirm a financial agreement between the student and the institution nor confirmation that the student has an obligation to pay the estimated tuition costs and fees. The administration did provide an enrollment agreement that does meet this section's requirements; however, administrators stated that they would not implement the provided enrollment agreement until the Winter 2017 term.

How does the campus evidence that a copy of the agreement has been provided to the student?

As stated above, the enrollment agreement includes the statement, "My signature below certifies that I have received a copy of the institution's Enrollment Agreement and cancellation and refund policies have been clearly explained to me." Once the student signs next to the statement, they are provided a copy of the enrollment agreement and the campus retains the original copy in the student's file.

- 4.10 Who is responsible for the oversight of student recruitment at the campus, and what are this person's qualifications?

██████████, director of admissions, is responsible for the oversight of student recruitment at the campus. She holds both bachelor's and master's degrees in geography from the University of the Punjab in Lahore, Pakistan, and an MBA from the University of Northern Virginia. ██████████ has worked for ACCT since October 2012 and has 13 years experience in admissions.

- 4.11 Describe the recruiting process for new students.

The team was able to review student files, review internal recruitment materials, and conduct interviews with admissions and financial services staff, as well as 11 current students, to verify that the campus follows a consistent recruitment process. The campus is able to accomplish its educational objectives by confirming that each prospective student is well-informed about the nature of the education provided through an extensive interview conducted by an admissions officer. The recruitment interview includes a detailed and comprehensive confirmation of admissions requirements and explanation of student policies, deadlines, transfer requirements and credit, program availability, course selections, housing options, and international student resources. In addition, the prospective student receives a copy of the campus catalog, which contains curriculum and course descriptions for each program. The admissions requirements for each program are developed to ensure that students entering the programs are prepared for the demands of the coursework and can benefit from the academic and career training that focuses on the knowledge and skills required to succeed in the specialized computer, business, and accounting programs offered at the campus. Those students who are determined to be English language deficient, as evidenced by English proficiency scores, may be admitted conditionally and required to complete an ESL program to ensure that they have the minimal English language skills to be successful in their respective programs.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes No

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following:

(a) Courses and programs?

Yes No

(b) Services?

Yes No

(c) Tuition?

Yes No

(d) Terms?

Yes No

(e) Operating policies?

Yes No

If Yes, describe how communication to students of the above items is documented:

The communication of courses and programs, services, tuition, terms, and operating processes are documented by the admissions staff through the signed application for admission, signed enrollment agreement, and the admissions packet given to the student during the interview.

4.13 How does the campus supervise its recruiters to ensure that their activities are in compliance with all applicable standards?

██████████, director of admissions, supervises the daily activities of all on-site admissions officers, including student interviews, incoming and outgoing phone calls, and email correspondence through systematic observations, training, and formal and informal evaluation of performance and compliance practices. Before enrolling students, new admissions officers are required to complete a comprehensive training regime that consists of an admissions officer orientation called "Meet and Greet"; peer-training observations; quizzes that evaluate the retention of compliance policies and procedures, admissions processes, program information, international student admissions regulations, and transfer policies. The training program is intended to ensure that admissions officers are ethical and compliant in their interaction with prospective and current students.

4.14 Describe how the institution maintains documentation that demonstrates that it systematically monitors its recruitment activities (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).

██████████ maintains documentation of the systematic monitoring of recruitment activities through the usage of performance evaluations, staff training acknowledgement forms, admissions oversight program forms, agent evaluation forms, and daily activity feedback through email correspondence.

4.15 Has the campus developed and demonstrated implementation of a recruitment training plan that allows for sufficient monitoring and oversight?

Yes No

4.16 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes No

4.17 Does the state in which the campus operates require representatives to be licensed or registered?

Yes No

4.18 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

4.19 Who makes the final decisions regarding financial aid eligibility, packaging, awarding, and disbursement, and what is their experience?

The campus does not participate in financial aid.

Is this person someone other than recruitment and enrollment personnel?

Yes No Not Applicable (The campus does not participate in financial aid.)

4.20 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:

Transfer credit from other institutions must be comparable in content to those offered at ACCT. Credits earned in a country other than the United States must be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES). The maximum number of transfer quarter credits allowed is 63 for the academic associate's degree level, 126 for bachelor's degree level, and 18 for master's degree. To receive credit from previous college or university coursework, a student must submit official transcripts to the admissions office. Each transfer course is evaluated separately. The evaluation includes a review of the course description, credits awarded, and the grade earned for each course. Undergraduate transfer grades must be "C" or higher and graduate transfer grades must be "B" or higher. All transfer credits accepted by ACCT are recorded on the student transcript with the designation "TC" and do not effect the student's overall grade point average. The team reviewed 200 student files that clearly evidenced consistent application of the credit transfer policies and procedures.

4.21 Does the campus publicize its transfer of credit policies, including policies related to accepting transfer credit from another campus?

Yes No

4.22 Has the campus established articulation agreements with other institutions?

Yes No (Skip to 4.23 for Master's Degree Programs)

FOR MASTER'S DEGREE PROGRAMS ONLY

4.23 What is the maximum permissible number of transfer credits into the program?

Graduate students may transfer 18 quarter credits into the program per the campus catalog.

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress (SAP) policy, in its entirety, published in the catalog?

Yes No

If Yes, state the page number(s) where the standards of SAP policy is published.

The undergraduate standards for academic progress (SAP) policy is found on pages 26-28 of the campus catalog and the graduate degree SAP policy is on pages 59-61.

- 4.25 Does the standards of SAP policy published in the catalog contain the following:
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length?
 Yes No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame?
 Yes No
- (c) Procedures for re-establishing satisfactory academic progress?
 Yes No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals?
 Yes No
- Incomplete grades?
 Yes No
- Repeated courses?
 Yes No
- Non-punitive grades?
 Yes No Not Applicable (not offered)
- Non-credit or remedial courses?
 Yes No Not Applicable (not offered)
- A warning status?
 Yes No Not Applicable (not used)
- A probationary period?
 Yes No
- An appeal process?
 Yes No
- An extended-enrollment status?
 Yes No Not Applicable (not offered)
- The effect when a student changes programs?
 Yes No Not Applicable (The campus only offers one program of study.)
- The effect when a student seeks to earn an additional credential?
 Yes No Not Applicable (The campus only offers one program.)
- The implications of transfer credit?
 Yes No

- 4.26 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.

_____, registrar, maintains a binder in her office that documents the consistent application of the SAP standards. The campus currently has 54 students with a SAP warning status, 35 students on probation with an appeal, and 8 students on extended enrollment with an appeal. The appeals of 10 former students were denied and they were dismissed. The SAP binder includes the dismissal appeal

request, the student's written appeal, and signature of the student and advisor acknowledging that the student was advised, understands the SAP policy, and knows the requirements needed to return to a satisfactory status.

- 4.27 Are students who are not making satisfactory academic progress properly notified?
 Yes No Not Applicable (No students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?
 Yes No Not Applicable (All programs are less than two years.)
- 4.30 Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?
 Yes No Not Applicable (All programs are less than two years.)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning or probation status?
 Yes No Not Applicable (The campus does not participate in financial aid.)
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, have eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?
 Yes No Not Applicable (There are no such students.)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (The campus does not have extended enrollment.)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (There is no such student and/or the campus does not have such a policy.)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes No

- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

██████████, registrar, is responsible for the administration of SAP. She holds both associate's and bachelor's degrees in business administration from Strayer University. ██████████ has worked at the campus since March 2015 and has 17 years of experience as an office administrator.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?

Yes No

- 4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

The campus assists these students by: providing academic advising on a quarterly basis, documenting advisement sessions at SAP evaluation intervals, providing students with faculty hours and contact information, and informing students of the campus' open door policy. The students also have access to an online tutoring program through the Moodle learning management system (LMS) entitled Lynda.com, which is helpful in assisting students when a faculty member may not be available.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?

Yes No

- 4.40 Does the campus finance any of the following: (Mark all that apply.)

(a) Scholarships?

(b) Grants?

(c) Loans?

(d) The campus does not offer scholarships, grants, and/or loans.

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship, and grant programs in its catalog?

Yes No

- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes No

- 4.43 Are tuition and fees clearly stated in the catalog?

Yes No

If Yes, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

- 4.44 Do the financial records of students clearly show the following:
- (a) Charges?
 Yes No
 - (b) Dates for the posting of tuition?
 Yes No
 - (c) Fees?
 Yes No
 - (d) Other charges?
 Yes No
 - (e) Payments?
 Yes No
 - (f) Dates of payment?
 Yes No
 - (g) The balance after each transaction?
 Yes No
- 4.45 Is the effective date listed on announcements of changes in tuition and fees?
 Yes No Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)
- 4.46 Is the campus's refund policy published in the catalog?
 Yes No
- 4.47 Is the refund policy fair, equitable, and applicable to all students?
 Yes No
- 4.48 Describe the documentation to evidence that the campus is following its stated refund policy.
Documentation that the campus is following its stated refund policy was evidenced by a detailed review of transcripts and ledger cards for the 200 student files requested by the team.
- 4.49 Does the campus participate in Title IV financial aid?
 Yes No (Skip to 4.54.)
- 4.54 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (Skip to 4.55.)
- 4.55 The beginning enrollment on the most current Campus Accountability Report (CAR) is N/A.
The ending enrollment reported on the previous year's CAR is N/A.
- 4.56 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable
- 4.57 Describe the process by which students who receive financial aid are counseled concerning their student loan repayment obligations.

The campus does not participate in financial aid.

FOR MASTER'S DEGREES ONLY

4.58 Do all students enrolled in master's degree programs possess a bachelor's degree?

Yes No

4.59 Describe the techniques used by the institution to evaluate applicants' qualifications to benefit from graduate study.

The techniques used by the campus to evaluate applicants' qualifications to benefit from graduate study are defined and implemented through the graduate admissions requirements described in the catalog, application for admission, an extensive prospective student interview, tour of the campus, meeting with the director of admissions, and recommendation letters provided by the applicants at enrollment.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

██████████ was appointed as the dean of undergraduate studies on August 26, 2015. He was promoted to chief academic officer on June 29, 2016 and is assigned to oversee the academic programs at the campus. ██████████ earned both a Ph.D. and a master's degree in science and technology studies from Virginia Polytechnic Institute and State University (Virginia Tech). In addition, he possesses a master's degree in religious studies from the University of Virginia and a master's degree in environmental engineering science from the University of Florida. ██████████ has 11 years of experience as an academic dean, program chair, and faculty member.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The program administrators are given sufficient authority and responsibility for the development and administration of the programs as demonstrated through signed job descriptions, policies and procedures detailed in the employee handbook, staff and faculty meeting minutes, and interviews with campus administrators, deans, and faculty.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas:

(a) Development of the educational program?

Yes No

(b) Selection of course materials, instructional equipment, and other educational resources?

Yes No

(c) Systematic evaluation and revision of the curriculum?

Yes No

(d) Assessment of student learning outcomes?

Yes No

(e) Planning for institutional effectiveness?

Yes No

5.08 Is there evidence that this policy has been adopted and that faculty members are aware of it?

Yes No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes No (*Skip to 5.12.*)

5.12 Are the educational programs consistent with the campus's mission and the needs of its students?

Yes No

5.13 How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs?

(Section 3-1-512(a)): There is insufficient evidence that the campus involves outside interested parties in the formation of policy and the design of educational programs. This includes advising and evaluating the effectiveness of the curricula, courses, instructional resources, or coursework in the programs. Interviews with program administrators and the chief academic officer indicated that the campus intends to appoint an advisory committee(s) to include employers, students, graduates, local professionals, and other interested parties in the future; however, there is no evidence that such appointment had been completed prior to the team's visit. At the present time, policy rests only with the CET, which consists of campus administrators and faculty who choose to participate.

5.14 What provisions are made for individual differences among students in the learning environment?

Faculty receives in-service trainings on a variety of teaching methodologies that address levels of learning and various learning styles. Documented completion of the trainings is contained within individual faculty files.

5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum.

The institution has a *Faculty Governance and Autonomy* policy published in the employee handbook. This policy encourages faculty to propose improvements in curriculum, textbooks, instructional equipment, and

materials to academic administrators. The minutes for faculty meetings evidenced that curriculum suggestions have been discussed during scheduled faculty meetings, and faculty verbally affirmed that they also communicate curriculum suggestions in individual conversations with their respective program administrator.

5.16 Does the faculty participate in this process?

Yes No

5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?

(Section 3-1-516(a)(i)): The campus does not appropriately convert contact hours to credit hours. The academic credit analysis (ACA) last approved by the Council identifies only lecture hours in all programs with the exception of three courses in the computer information systems undergraduate programs. The *Academic Information for Degree Programs* section on page 14 of the current catalog states, "ACCT operates on a four-quarter per calendar year system with day, afternoon, evening, weekend, and online classes. Students earn 4.5 quarter hour credits for each course completed." However, the team reviewed class schedules, syllabi and lesson plans, observed classes, and through interviews with faculty and administrators, confirmed that there are de facto laboratory components in numerous computer program courses. Moreover, there are externship components in the cooperative education courses offered in all undergraduate and graduate programs at the campus. The campus classifies these 4.5-credit cooperative education courses as fully "lecture" on the ACA last submitted to Council in November 2014; however descriptions for these courses state, "This course is a three-way partnership among student, employer, and [the campus]. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience." Re-calculation of credit hours based on the appropriate attribution formula for courses with lab and externship components will change the overall credits awarded in the respective program.

Additionally, there are three courses offered at the graduate level – ACC590 (1-6) Cooperative Graduate Education in Accounting; BUS590 (1-6) Cooperative Graduate Education in Business Administration; and CIS590 (1-6) Cooperative Graduate Education in Computer Information Sciences – which are described in the catalog as "... a continuation of the [ACC/BUS/CIS] 590 course." Students are able to take this course upon completion of a required initial 4.5-credit cooperative graduate education course described in the previous paragraph. Essentially, if the student continues to work, they are then awarded one credit per term, up to six additional terms. The ACC590 (1-6), BUS590 (1-6), and CIS590 (1-6) courses are not identified on the ACAs and consequently have not been appropriately calculated. Therefore, the campus could not effectively demonstrate how these courses had been calculated into each graduate program's total contact and credit hours.

Furthermore, when addressed, campus administration informed the team that they were unaware of the necessity to notify ACICS of changes to an ACA (substantive or non-substantive). Campus administration confirmed that numerous changes had been made to the ACAs since the November 2014 submission to Council.

5.18 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?

Yes No

The official transcript and current campus catalog (p. 16) includes a policy regarding "Life Experience Credit" which summarizes the standards and procedures for awarding undergraduate credit for previous education, training, and work experience. However, administration indicated that it has not been utilized in the past five years. The team was unclear if students had ever requested the application of life experience (LE) credit or if it was not offered. There was no evidence of LE credit being awarded on any of the transcripts reviewed by the team.

Does the campus have an established systematic method for evaluating and awarding such academic credit to which the campus adheres?

Yes No

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes No Not Applicable (There was no evidence that any student has made such a request.)

5.19 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

5.20 Are the following appropriate to adequately support the number and nature of the general education courses?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

5.21 Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.

The campus provides ample, spacious classrooms and laboratories equipped with projectors, whiteboards, computers, and other equipment needed for the course offerings. Faculty members have a designated work area to use during non-class hours.

5.22 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

5.23 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes No

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

(Section 3-1-542): Official qualifying transcripts were not on file for all faculty members, specifically:

- [REDACTED]'s bachelor's degree in physics with a minor in mathematics from Concordia University in Montreal, Canada and master's degree in mechanical engineering from the University of Laval in Quebec City, Canada; and
- [REDACTED]'s master's degree in thanatology from Hood College.

- 5.24 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential 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 to credentials awarded by institutions in the United States?
 Yes No Not Applicable (No faculty members hold foreign credentials.)

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

(Section 3-1-541): All transcripts, for credentials earned at foreign institutions, have not been translated and evaluated by a member of NACES, AICE, or AACRAO; specifically, [REDACTED]'s bachelor's degree in physics with a minor in mathematics from Concordia University in Montreal, Canada and master's degree in mechanical engineering from the University of Laval in Quebec City, Canada.

- 5.25 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No

If *Yes*, how is this documented?

The institution requires all faculty members to complete an annual professional development plan and sign a job description which acknowledges the in-service attendance requirement. Each faculty file included certificates of completion and other documentation as proof of attendance.

- 5.26 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
 Yes No

- 5.27 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
 Yes No

- 5.28 Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.
The institution currently employs 30 full-time and 41 part-time faculty members. The academic administrators continuously review the course offerings to determine faculty assignment each term. Course assignments are prioritized to schedule full-time faculty first.

- 5.29 Describe the contracts and/or agreements the campus has with other institutions or entities.
The campus does not have any contracts or agreements with other institutions or entities.

Do the contracts and/or agreements comply with all requirements of the applicable criteria, including disclosure in the catalog?

Yes No N/A

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.32 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes No

If *No*, insert the section number in parentheses, list faculty names, degrees, and courses, and explain:

(Sections 3-4-302 and 3-5-302): There was no evidence that two faculty members teaching general education meet the requisite academic qualifications, as their transcripts were not on file:

- [REDACTED]'s bachelor's degree in physics with a minor in mathematics from Concordia University in Montreal, Canada and master's degree in mechanical engineering from the University of Laval in Quebec City, Canada; and
- [REDACTED]'s master's degree in thanatology from Hood College.

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.33 Does the program include a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

Yes No

5.34 Summarize the general education courses and describe whether they meet the Glossary definition of general education in placing emphasis on principles and theory, not on practical applications associated with a particular occupation.

The institution offers 31.5 quarter credits in general education courses in the academic associate's degree programs. The courses are appropriate to the respective program offerings and credential levels as demonstrated through review of all general education syllabi and lesson plans, as well as an interview with the chief academic officer. Each program contains general education courses in humanities, math, science, and social sciences. All general education courses offered at the institution are based on principles and theory of the subject matter.

5.35 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

FOR BACHELOR'S DEGREES ONLY

5.36 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

Yes No

- 5.37 Summarize the general education courses and describe whether they meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation.
The institution offers 58.5 quarter credits in general education courses. The courses are appropriate to the respective program offerings and credential levels, as demonstrated through review of all general education syllabi, lesson plans, and an interview with the chief academic officer. Each program contains general education courses in humanities, math, science, and social sciences. All general education courses offered at the institution are based on principles and theory of the subject matter.
- 5.38 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

FOR ALL PROGRAMS

- 5.39 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, and student orientation.
Orientation is conducted for all new students at the beginning of every term. The orientation session is presented by [REDACTED], vice president and director of communication, and consists of introductions to campus administrators and the library. Members of the administration present pertinent information to the new students to familiarize them with the services available. Additionally, faculty and program administrators serve as the academic advisors. Students are encouraged to seek assistance from their instructors or assigned faculty advisor. Faculty advising sessions are available, upon request, daily from 10:00 a.m. to 6:00 p.m. Students with personal issues are referred to [REDACTED] for assistance or for referral to a qualified counselor or agency.
- 5.40 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
[REDACTED] was appointed as vice president and director of communications for the institution on August 8, 2015. [REDACTED] holds an MBA in marketing and a bachelor's degree in English along with more than 15 years' experience in client relations, training, and administration.
- 5.41 How does the campus ensure that employment assistance is offered to all students?
The institution provides a formal new student orientation within the first week of each term. During the orientation session, the vice president informs students of the employment assistance available. The institution has developed a career services office with staff assigned to assist students with resume writing and job searches. There is a job board updated with job openings that should be of interest to students and graduates.
- 5.42 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?
 Yes No Not Applicable (There have been no graduates.)
- 5.43 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes No

5.44 Describe the extracurricular educational activities of the campus (if applicable).

The campus sponsors a running team. On September 18, 2016, student runners participated in the "Run for Schools 5k" in Falls Church, Virginia. The campus also scheduled an "ACCT Green Week" which is a school spirit week that was scheduled to take place October 10 – 16.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus. (Include details such as campus location, square footage, distribution of space, parking situation, and any other pertinent information.)

ACCT occupies four of seven floors in an office building located at 803 W. Broad Street in Falls Church, Virginia. The four floors contain approximately 21,000 square feet of space. There is an adjacent and relatively large parking lot next to the building with adequate "free" spaces to accommodate the faculty, staff, and students at this campus and has clearly marked spaces for handicapped parking.

There are 16 classrooms, 9 equipped with computers, for student use. Classrooms are equipped with ceiling-mounted projectors, a computer for faculty use, and a white board. Two of the classrooms include smartboards. Classrooms seat between 12 and 30 students. Each floor has copiers, and about 30 printers are located throughout the facility. ACCT provides the campus community with wired and wireless access to the college's computer networks and to the internet.

Classrooms, student services, faculty and administrator offices, vending machines, faculty and staff kitchen, student lounges, and spaces for students to gather are distributed throughout the four floors. One student lounge includes pool and ping pong tables. There are bathrooms on each floor. An elevator is available between floors.

Overall, the space is adequate and comfortable for the current staff and students.

6.02 Does the campus utilize any temporary additional space locations?

Yes No

6.03 Does the campus utilize learning sites?

Yes No

6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?

Yes No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites):

(a) Equipment?

Yes No

(b) Instructional tools?

Yes No

- (c) Machinery?
 Yes No

- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
 Yes No Not Applicable

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)
The team reviewed the American College of Commerce & Technology 2016 – 2017 campus catalog (volume 7, number 6). This catalog was most recently revised during the evaluation visit and several days prior.
- 7.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?
 Yes No
- 7.03 Does the catalog contain the following items:
- (a) A table of contents and/or an index?
 Yes No
- (b) An indication of the year(s) for which the catalog is effective on the front page or cover page?
 Yes No
- (c) The names and titles of the administrators?
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation?
 Yes No
- (e) A statement of accreditation?
 Yes No Not Applicable (initial applicant)
- (f) A mission statement?
 Yes No
- (g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?
 Yes No
- (h) An academic calendar?
 Yes No
- (i) A full disclosure of the admission requirements?
 Yes No
- (j) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum?
 Yes No
- (k) A description of each course that includes the identifying number, a title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites and/or corequisites?

Yes No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript?

Yes No

(m) A definition of the unit of credit?

Yes No Not Applicable (The campus does not award credit.)

(n) A complete explanation of the standards of satisfactory academic progress?

Yes No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?

Yes No

(p) The transfer of credit policy?

Yes No

(q) A statement of the tuition, fees, and any other charges?

Yes No

(r) A complete and accurate list of all scholarships, grants, and/or loans offered?

Yes No Not Applicable (No scholarships, grants, or loans are offered.)

(s) The refund policy?

Yes No

(t) A statement describing the student services offered?

Yes No

(u) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog)?

Yes No Not Applicable (initial applicants only)

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-701 and Appendix C): The campus catalog does not include, nor does it adequately describe, all required elements in the ACICS *Accreditation Criteria* in the following areas:

(1) The catalog includes a description for each approved program offered at the campus; however, it incorrectly identifies the computer information systems programs as “computer information sciences”.

(2) The catalog also does not clearly and consistently identify all electives needed to complete some programs. The descriptions for the master’s degree programs, along with the bachelor’s degree in CIS, identify all courses needed to successfully complete those programs. The descriptions also include a listing of all elective courses and provide a statement informing the student of the amount of electives needed to graduate. However the accounting, business administration, and CIS academic associate’s degree programs and the accounting and business administration bachelor’s degree programs do not provide a choice of electives, rather just a statement informing the student of the amount of electives required to complete the respective program. The campus informed the team that electives, not identified with the program description, are identified in the course descriptions section of the catalog. The team found this to be confusing, as there are a multitude of courses identified in the course descriptions but not designated to any particular program(s). These courses include:

- ACC290 Cost Accounting;
- ACC302 Accounting Information Systems;
- ACC399 Cooperative Education in Accounting;
- ACC495/497/498 CPA Review I/II/III/IV;

- BUS285 Project Management Principles;
- BUS287 Introduction to Cost-Benefit Analysis;
- BUS295 Quantitative Business Techniques;
- BUS350 International Business;
- BUS396 Special Topics in Business and Information Systems I;
- BUS397 Special Topics in Business and Information Systems II;
- BUS398 Special Topics in Business and Information Systems III;
- BUS399 Cooperative Education in Business Administration;
- BUS400 Current Topics in Business;
- CIS100 Analog Circuit Theory and Design;
- CIS105 Computer Office Applications;
- CIS110 Digital Circuit Theory and Logic Design;
- CIS160 Introduction to Internetworking;
- CIS171 Computer Programming Logic;
- CIS175 Computer Hardware and Software Project;
- CIS230 Analogue Technique;
- CIS260 Introduction to Web Design;
- CIS280 Introduction to Discrete Mathematics;
- CIS330 Information Systems Principals;
- CIS340 Management Information Systems;
- CIS350 Computation Theory;
- CIS399 Cooperative Education in Information Sciences;
- CIS400 Software Engineering;
- CIS410 Operating Systems;
- CIS412 Introduction to Software Quality Assurance;
- CIS450 Data Networks;
- CIS481 Artificial Intelligence;
- CIS494 LINUX Operating System;
- ENG105 Oral Communication;
- ENG310 Business Communications;
- GIS481 Geospatial Analysis Modeling;
- HUM360 Roman Life, Culture, and Language;
- HUM365 Asian Studies;
- HUM370 Middle East Studies;
- HUM380 African Studies;
- HUM390 Philosophy;
- HUM490 Special Topics in Humanities I;
- HUM491 Special Topics in Humanities II;
- MKT360 E-Marketing;
- MKT410 International Marketing;
- MAT200 Pre-calculus;
- MAT300 Calculus;
- MAT350 Inferential Statistics;
- POL100 Introduction to Political Science;

- POL250 Contemporary US History;
 - PSY200 Psychology and Mental Health Theory; and
 - SCI295 Special Topics in Science and Technology;
- (3) Furthermore, the bachelor's degree program in CIS includes the course, CIS482 Advanced Web Design. Because this course, as described in the catalog, is "an advanced hands-on course to further develop technical skills..." (p. 50), the team concluded that it should have course CIS480, Web Design as a prerequisite. The campus was informed of this and agreed that the course should include a prerequisite. The team was provided with a revised version of the catalog that identified the course CIS481 Artificial Intelligence as the pre-requisite to course for CIS482 Advanced Web Design. Course CIS481 is described as providing an "... overview of the main thrust in artificial intelligence..." (p. 50). The relevance of this course as a pre-requisite for CIS482 was not evident and thus the concern was not satisfied.
- (4) The course descriptions for courses [ACC/BUS/CIS]399 Cooperative Education and [ACC/BUS/CIS]590 Cooperative Graduate Education state, "The course allows students to apply their learning and to develop skills in their chosen career area..." (pp. 41, 69), yet the catalog does not identify pre-requisites for these courses, nor for the cooperative education continuation course [ACC/BUS/CIS]590 (1-6) Cooperative Graduate Education. Campus administration confirmed that the catalog should identify that these courses require pre-requisites.
- (5) Additionally, campus administration confirmed that newly enrolled students in the accounting master's degree program, who hold bachelor's degrees in an unrelated field, may be required to take accounting prerequisite courses. However, these program prerequisites are not referenced in the catalog, yet program prerequisite for the other graduate programs are noted.
- (6) The team identified that the campus is not adhering to the "Class Hours and Units of Credit" section on page 14 of the catalog. As previously mentioned in the *Educational Activities* section of this report, the catalog states, "ACCT operates on a four-quarter per calendar year system, with day, afternoon, evening, weekend and online classes. Students earn 4.5 quarter hour credits for each course completed." However, the campus offers graduate students a 1.0 credit course [ACC/BUS/CIS]590 (1-6). These courses are described as a continuation of an initial 4.5 credit course [ACC/BUS/CIS]590. Upon completion of the initial cooperative graduate education experience, students are then able to participate in the 1.0 credit continuation course for up to six terms and receive 1.0 credit hour for each subsequent quarter. Thus, students do not earn 4.5 quarter hour credit for all classes completed as stated on page 14 of the catalog.

The campus catalog also states that the CIS academic associate's degree program offers "900 lecture hours" and the CIS bachelor's degree program offers "1800 lecture and laboratory hours." However, the ACA indicates that the CIS academic associate's degree program should provide 910 contact hours and the CIS bachelor's degree program should provide 1815 contact hours.

The catalog course description for CIS302 SQL Programming states that the course offers 40 lecture hours and 10 lab hours; yet, the most recent ACA submitted to ACICS states that the course includes 35 hours and 20 lab hours. The team also identified several course descriptions for the following courses that identified both lecture and lab components that were not designated as such on their respective ACA:

- CIS285 C++ Programming;
- CIS300 Network Server Administration;
- CIS304 PL/SQL Programming;
- CIS306 PL/SQL Programming Units;
- CIS307 Object Oriented Programming;
- CIS402 Database Fundamentals I;
- CIS403 Database Fundamentals II;
- CIS420 Java Programming I; and
- CIS421 Java Programming II.

7.04 Does the campus offer degree programs?

Yes No

If *Yes*, does the catalog contain the following:

(a) An explanation of the course numbering system (for all levels)?

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only)?

Yes No Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only)?

Yes No Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only)?

Yes No Not Applicable

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-701 and Appendix C): The CIS academic associate's degree, accounting bachelor's degree, and business administration bachelor's degree programs do not identify the appropriate amount of quarter credit hours required to satisfy concentration requirements, as stipulated in the *Accreditation Criteria*. Academic associate's degree programs should include 45 quarter credit hours of concentration coursework and bachelor's degrees should include 90 quarter credits; however, the catalog only identifies 40.5 credit hours in the CIS academic associate's degree, 85.5 credit hours in the accounting bachelor's degree, and 81 credit hours in the business administration bachelor's degree programs.

7.05 Does the campus offer courses and/or programs via distance education?

Yes No

If *Yes*, does the catalog contain the following:

(a) A description of each mode of delivery used for distance education courses?

Yes No

(b) Any additional or different admissions requirements for students taking distance education courses?
 Yes No Not Applicable (There are no additional or different admissions requirements.)

(c) A description of any tests used to determine access to distance education?

Yes No Not Applicable (No additional tests are given.)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction?

Yes No

(e) Costs and fees associated specifically with distance education?

Yes No Not Applicable (There are no additional costs and fees.)

7.06 Is the catalog updated at an appropriate interval? (An addendum/supplement should not be used as a substitute for meeting this expectation.)

Yes No

7.07 Does the catalog contain an addendum/supplement?

Yes No (If No, skip to 7.08.)

7.08 Is the catalog available online?

Yes No

If Yes, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (If No, skip to 7.10.)

7.10 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?

Yes No

If No, insert the section number in parentheses and explain:

(Section 3-1-703 and Appendix C): Advertising materials do not accurately depict current program offerings. The institution currently advertises a spatial business intelligence (SBI) post-graduate certificate on its website. The campus has not received ACICS approval for this program or credential. The website states, "This post-graduate certificate program meets the needs of those, who wish to complement their Graduate background with skills in innovative top-notch GIS technology and its application to business problems, spatial business modeling, and business decision support." (<http://acct.edu/spatial-business-intelligence/>). Additional statements about the SBI program reference workforce demand, a brief description of the field, and the following three course listings, along with course descriptions:

- GIS680 Spatial Business Intelligence;
- GIS681 Spatial Business Analysis and Modeling; and
- GIS685 Practical SBI Applications in Business, Management, Health, IT & Government operations.

Credit/contact hours were not included with the course descriptions. The website also states, "These courses can be counted towards CIS and MBA Masters Degrees as well as AGS: Advanced Graduate Specialist Programs." However, the campus is not approved by ACICS to offer advanced graduate specialist programs.

Program advertising materials do not match the academic catalog, nor the most recent ACA provided to the Council. Further, the campus website provides incongruent information regarding contact hours for the

accounting, business administration, and CIS master's degree programs. The website states that these programs consist of 528 contact hours, but the catalog and ACA state the programs consist of 540 contact hours. The curriculum sheet for the CIS master's degree program also states that the program consists of 528 contact hours. Moreover, the "core," "general studies," "electives," and "major component" course classifications listed in the catalog do not match the promotional curriculum sheets for all undergraduate and graduate programs.

- 7.11 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?
 Yes No

- 7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises through its website, Facebook, along with providing curriculum sheets in the lobby of the admissions office for each program currently offered. The curriculum sheets, available for prospective and current students, are forms that include program descriptions, program objectives, and a listing of courses offered by program. The campus also heavily relies on word-of-mouth referrals.

Are all print and electronic advertisements under acceptable headings?

- Yes No

If *No* (advertisements are not listed under acceptable headings), insert the section number in parentheses and explain:

(Section 3-1-703 and Appendix C): The campus does not provide, in its catalog and other promotional materials, the correct ACICS and state-approved title for the computer information systems programs. All advertising material, including the campus catalog identifies the computer information systems program as "computer information science." The campus first contended that they had originally applied for the computer information science program name; however, the team was able to demonstrate that this response was not correct by supplying the campus with their original ACICS applications which identify the computer information systems program name along with the corresponding 11.0103 CIP Code.

- 7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
 Yes No (If No, skip to 7.14.)

- 7.14 Does the campus utilize services funded by third parties?
 Yes No (If No, skip to 7.15.)

- 7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
 Yes No

- 7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
 Yes No Not Applicable (The campus does not participate in financial aid.)

- 7.17 What campus and program performance information does the campus routinely provide to the public, and does it match the most recent CAR?

The campus provides the public with retention and placement rates. The campus will submit its first official CAR to ACICS on November 1, 2016; therefore, the performance information provided to the public has not been reviewed by the Council.

If the campus publishes additional information, describe:

The campus does not appear to publish any additional performance or consumer information.

FOR MASTER'S AND DOCTORAL DEGREES ONLY

7.18 Does the catalog have a separate section describing the following:

(a) Program requirements?

Yes No

(b) Admission procedures?

Yes No

(c) Transfer policies?

Yes No

(d) Graduation requirements?

Yes No

(e) Regulations?

Yes No

(f) Course descriptions?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-800): The graduate degree section of the campus catalog does not include all required elements as described in the *Accreditation Criteria*. The catalog includes a multitude of courses in the graduate course description section but they are not designated to any particular program(s). These courses are as follows:

- CIS581 Digital Transformation;
- CIS583 Current Issues in Management Information Systems;
- CIS585 Compiler Designs and Constructions;
- CIS590 (1-6) Cooperative Graduate Education in Computer Information Sciences (continuation, 1 credits)
- CIS592 Special Topics in Information Technology;
- CIS593 Special Topics in Data Mining & Data Warehousing;
- CIS596 Interactive Computer Graphics;
- ECO560 International Economics;
- HCM574 Managed Care and Reimbursement Systems; and

As previously mentioned, the catalog does not identify potential prerequisite courses for the accounting master's degree program which campus administration confirmed that some students may be required to complete upon enrollment into the program.

Further, the catalog does not include course descriptions for the following courses in the graduate degree programs:

- FIN 503 International Finance;

- FIN 510 Money, Banking, and Finance;
- HCM 585 Healthiness and Wellness;
- BUS 597 Statistical Analysis of Business Programs;
- CIS 543 Telecom. Found Mathematics;
- MGT 502 Systems & Business Analysis;
- MGT 503 Project & Process Analysis;
- MGT 505 PMP Hand on Practical, and
- MGT 598 Project Management.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Has the campus developed an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

8.03 Describe the training and support to faculty and students that the campus provides in utilizing library resources as an integral part of the learning process.

The campus librarian is available to direct students and faculty to appropriate resources needed to complete research and coursework. Students are provided with a library orientation at the commencement of their first term. Additionally, the librarian and library staff are available to answer questions and provide technical support for online library resources.

8.04 Are adequate staff provided to support library development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The librarian continuously reviews the inventory of books and available online resources to determine if there are new or additional resources available to meet the needs of students. Faculty are encouraged to recommend additional resources in every faculty meeting, as observed through the review of meeting minutes and in interviews with the librarian and faculty. The library budget allows for the purchase of these resources.

Are these methods appropriate?

Yes No

8.06 Describe the training process for the library staff.

Library staff receives individual training with the librarian and is provided with written policies and procedures. All library staff has signed job descriptions on file detailing the expectations of their positions.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.07 Is the campus's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
 Yes No

- 8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current fiscal year's library budget is \$24,000.

- 8.09 What portion of the current year's library budget has been spent?
To date, the campus has spent approximately \$4,600.

How has the money been allocated?

The expenses have been allocated to the purchase of hardcopy books, payment of the ProQuest online library resources subscription, and subscription to periodicals.

- 8.10 Describe the process of including the faculty in selection of library resources.
As previously mentioned, faculty are encouraged to recommend additional resources in faculty meetings, as observed through the review of meeting minutes and in interviews with the librarian, faculty, and academic administrators.
- 8.11 Are the library hours adequate to accommodate the needs of all students?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
The librarian promotes library usage during new student orientation. Faculty also promotes the use of the library resources in their classes through writing and research assignments. This was observed through review of the syllabi and lesson plans, along with interviews of faculty members and the librarian.

Are these methods appropriate?

Yes No

- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
 Yes No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
 Yes No Not Applicable (no interlibrary agreements)

- 8.16 Summarize any full-text online collections available to students.
The institution has contracted with the ProQuest online library database which is available to students 24 hours per day, 7 days per week. ProQuest's collections span across all disciplines and includes three centuries of newspapers, periodicals, more than 450,000 academic e-books, collections of important scholarly journals, and unique digital vaults of primary source materials. All students are provided access to these resources and may request assistance from library staff.
- 8.17 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 8.19 Who supervises and manages the library on-site, and what are this person's qualifications?
[REDACTED] was appointed as the campus librarian on January 6, 2014. [REDACTED] earned a master's degree in library science and a librarian's professional certification approved by the Commonwealth of Virginia. She has more than 22 years of experience in library administration.

Does this individual:

- (a) Supervise and manage the library and instructional resources?
 Yes No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
 Yes No
- (c) Assist students in the use of instructional resources?
 Yes No
- 8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
 Yes No
- 8.21 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES), the American Association of Collegiate Registrars and Admission Officers (AACRAO), or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (Library staff do not hold foreign credentials.)
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
 Yes No

- 8.23 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?
The library is open daily while classes are in session: classes currently run daily, from 10:00 a.m. to 6:00 p.m. The librarian and the four library assistants ensure the facility is staffed at all times to provide support to students. In addition, the institution has contracted with the ProQuest online library database which is available to students at all times.
- 8.24 Are the hours the library is open adequate to accommodate the needs of all students?
 Yes No
- 8.25 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
 Yes No

FOR MASTER'S AND DOCTORAL DEGREES ONLY

- 8.36 Who supervises and manages the library on-site, and what are this person's qualifications?
As previously stated, [REDACTED] librarian, is assigned to supervise and manage the campus library. [REDACTED] earned a master's degree in library science and a librarian's professional certification granted by the Commonwealth of Virginia.
- Does this individual:
- (a) Supervise and manage the library and instructional resources?
 Yes No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
 Yes No
- (c) Assist students in the use of instructional resources?
 Yes No
- 8.37 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
 Yes No
- 8.38 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (Library staff do not hold foreign credentials.)
- 8.39 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
 Yes No

- 8.40 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?
 Yes No
- 8.41 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?
As previously mentioned, the library is currently open daily, from 10:00 a.m. to 6:00 p.m. The librarian and the four library assistants ensure the facility is staffed at all times to provide student support. In addition, the institution has contracted with the ProQuest online library database which is available to students at all times.
- 8.42 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and aid in the use of the library technologies and resources?
 Yes No
- 8.43 Do the library holdings 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?
 Yes No
- 8.44 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
 Yes No
- 8.45 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No
- 8.46 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level?
The institution has contracted with the ProQuest online library database which is available to students 24 hours per day, 7 days per week. ProQuest provides access to periodicals, peer-reviewed journal articles, full text books, and additional scholarly research resource methods.

9. PROGRAM EVALUATION

Bachelor's Degree in Accounting

Master's Degree in Accounting

FOR ALL PROGRAMS

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (*If No, skip to 9.02*)
- 9.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?

██████████ was appointed as the part-time accounting department chair in July 2016. ██████████ began his career with the campus in June 2014 as a part-time compliance officer. He earned a Ph.D. in organization and management from Capella University, an MBA from Loyla College, and a bachelor's degree in accounting from the University of Baltimore. ██████████ works approximately 35 hours each week in an administrative capacity and does not currently teach. ██████████ previously worked as the dean of academics at Tysons College, senior vice president/chief operating officer at Global University, campus dean and academic dean at Potomac College, campus dean at Strayer University, and senior financial reporter at Geico Corporation. He has also been the sole proprietor and managing partner of his financial consulting firm, ██████████ since 2008.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

According to his data sheet on file, ██████████ devotes the majority of his time to administration and counseling students. Upon interview, ██████████ confirmed his responsibility for developing and administering the accounting programs.

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

9.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-512(c) and Glossary): There is no evidence of the adequate utilization of community resources in the accounting programs. The campus produced no documentation to verify that the accounting programs provides students with community resources outside of the cooperative education courses. Accounting faculty expressed that there has not been an emphasis on the necessity of community resources from campus administration; however, the team was informed that campus/program administration and faculty plan to bring guest speakers to the campus in the future.

9.08 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a)): Accounting program advertising material does not match information in the academic catalog and the most recent ACA provided to the Council. The campus website provides incongruent information regarding contact hours for the accounting master's degree program. The website states that the graduate program consists of 528 contact hours, but the catalog and ACA state the programs consist of 540 contact hours. Moreover, the "core", "general studies", "electives", and "major component" course classifications listed in the catalog do not match the promotional curriculum sheets for the undergraduate and graduate programs.

9.09 Does the program include an externship?

Yes No

However, the team determined that undergraduate and graduate programs include cooperative education courses that are very similar to externship experiences; however the campus currently defines them as cooperative education courses. Furthermore, the ACAs classify the contact hours for these courses as fully "lecture." Course descriptions for ACC399 Cooperative Education in Accounting (4.5 credit hours) and ACC590 Cooperative Graduate Education in Accounting state, "This course requires a three-way partnership among student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience" (pp. 41, 69). Campus administration informed the team that ACC399 is an elective option for undergraduate students, while ACC590 is a required course in the graduate program. As previously reported in the *Educational Activities and Publications* report sections, ACC590 (1-6) Cooperative Graduate Education in Accounting is a 1.0 credit continuation course taken by students upon completion of the 4.5 credit ACC590 course; campus administration confirmed that this course is an elective. In many interviews with administrators and students, it was clear to the team that these courses are in fact de facto externships, not lecture courses.

Campus administration affirmed that faculty members provide support to students enrolled in the cooperative education courses; however, the team could not confirm the level of faculty supervision as the cooperative education sites were not visited. The team was unable to speak to staff/management at the site for confirmation and cooperative education documentation was not thoroughly evaluated due to the courses' "lecture" classification on the ACA.

Even though the team determined the cooperative education courses to be, by ACICS definition, externship experiences, because the courses were classified as "lecture" on the ACA, no documentation was maintained or available to assess the quality of any externship experience.

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): The team could not assess if the cooperative education courses/de facto accounting externship experiences are appropriate. The team confirmed that accounting graduate students are required to take a 4.5 credit course entitled ACC590 Cooperative Graduate Education in Accounting course. Graduate students can also elect to take a 1.0 credit elective cooperative education continuation course entitled, ACC590 (1-6) Cooperative Graduate Education in Accounting. Students work with an employer in an accounting capacity under the guidance of a faculty member. Due to the campus's classification of these courses as "lecture" on the Academic Credit Analysis, the team could not properly assess the appropriateness of these experiences.

- 9.10 Does the program use independent studies?
 Yes No (If No, skip to 9.12.)
- 9.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No

If No, insert the section number in parentheses and explain:

(Section 3-1-513(b)): The catalog does not identify all course pre-requisites in the accounting programs. Campus administration confirmed that the following courses require pre-requisites:

- ACC399, Cooperative Education in Accounting;
- ACC590, Cooperative Graduate Education in Accounting; and
- ACC590 (1-6) Cooperative Graduate Education in Accounting.

However, catalog course descriptions do not identify pre-requisites for these courses.

Additionally, campus administration confirmed that newly enrolled students in the accounting master's degree program, who hold bachelor's degrees in an unrelated field, may be required to take accounting pre-requisite courses. However, these program pre-requisites are not referenced in the catalog, yet the catalog indicates program pre-requisites for the other graduate programs.

- 9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:
- (a) Title and course descriptions?
 Yes No
- (b) Course numbers?
 Yes No
- (c) Course prerequisites and/or corequisites?
 Yes No
- (d) Instructional contact hours/credits?
 Yes No
- (e) Learning objectives
 Yes No
- (f) Instructional materials and references?
 Yes No
- (g) Topical outline of the course?
 Yes No
- (h) Instructional methods?
 Yes No
- (i) Assessment criteria?
 Yes No
- (j) Method of evaluating students?
 Yes No
- (k) Date the syllabus was last reviewed?
 Yes No

If *No* for any item, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and (b) and Glossary): Syllabi do not identify all course pre-requisites in the accounting bachelor's degree program. Campus administration confirmed that the following courses require pre-requisites:

- ACC399, Cooperative Education in Accounting;
- ACC590, Cooperative Graduate Education in Accounting; and
- ACC590 (1-6), Cooperative Graduate Education in Accounting.

However, the syllabi for these courses do not identify pre-requisites.

9.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.17 Does the campus participate in Title IV financial aid?

Yes No (*If No, skip to 9.20.*)

9.20 Are the following appropriate to adequately support the number of students and nature of the program:

(a) Facilities?

Yes No

(b) Instructional equipment?

Yes No

(c) Resources?

Yes No

(d) Personnel?

Yes No

If *Yes* for any item, describe how the above items are adequate to support the program(s):

The students and faculty expressed satisfaction with the building location and the updated facilities.

Students stated that the new facilities and access to computers at the campus were sufficient to complete all required assignments. Both faculty and students all cited favorable interactions with campus administration. Faculty were especially appreciative of the academic freedom they were afforded to adjust and modify course syllabi.

9.21 Describe how the following elements are appropriately incorporated into the instructional components of the program:

(a) Systematic planning.

Quarterly faculty meetings are held to ensure that course objectives and student learning outcomes are being met.

(b) Well-defined instructional objectives.

Courses objectives in the syllabi were well-defined and included identified textbooks that should lead to appropriate outcomes and success in course completion.

(c) The selection and use of appropriate and current learning materials.

The team reviewed the textbooks located in the library and the e-books required for various classes. In addition, the team reviewed an online tutorial service provided by the accounting faculty for those students having difficulty with the curriculum.

(d) Appropriate modes of instructional delivery.

Faculty and students are provided with PowerPoint presentations and case studies, and have access to the Moodle LMS to determine their grade status and generate feedback between instructor and student.

(e) The use of appropriate assessment strategies.

Students are evaluated based on various measures outlined in the syllabi, to include quizzes, class participation, homework, and exams.

(f) The use of appropriate experiences.

All accounting instructors are highly qualified, with a variety of them having experience in both private industries and the governmental public sectors. They also use their varied experiences as a basis to enrich classroom discussion and practice.

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.25 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.27 Are teaching loads reasonable?

Yes No

FOR BACHELOR'S DEGREES ONLY

9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

Yes No

According to the current ACA, campus catalog, and collective syllabi, the program consists of 180 quarter credit hours. Documentation reviewed by the team confirmed that the campus requires students to adhere to the current credit/contact hour allocation. However, as previously stated, the campus has not correctly

converted the contact-to-credit hours for the ACC399 Cooperative Education in Accounting elective course.

- 9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-5-202): There is no evidence that the accounting bachelor's degree program provides a minimum 90 quarter credit hours of core/concentration courses. Documentation reviewed by the team, included the catalog, campus website, and a curriculum sheet (advertising material). The catalog identifies the allocation of only 85.5 credit hours toward core classes, the website identifies 81 credit hours, and the curriculum sheet identifies 81 credit hours.

- 9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (The institution offers all four years of the degree.)

- 9.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
The bachelor's degree program includes course content, student learning outcomes, and applied activities equivalent to accounting programs offered at other collegiate institutions. And upon interview, students affirmed their enrollment in the bachelor's degree program due to its similarities to accounting programs offered at several local colleges.

- 9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)

- 9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-5-204): The campus did not evidence that all upper-division courses in the accounting bachelor's degree program are based upon appropriate prerequisites. Neither the course syllabus nor the catalog identified required pre-requisites for the ACC399 Cooperative Education in Accounting elective course.

FOR MASTER'S DEGREES ONLY

- 9.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.
The ACCT Graduate Council was established to enhance continuous improvement in the quality and rigor of education offered in its graduate programs. The council consists of nine participants who volunteer to serve for a selected term. Graduate Council members consist of the following:
- director of the business program,

- director of the CIS program,
- five adjunct campus faculty members, and
- two graduate students.

The council is required to meet once during each winter, spring, and fall term. Documentation was provided to indicate that council meetings were most recently held on June 30, 2016 and September 2, 2016.

Does the committee include the following:

Students?

Yes No

Faculty?

Yes No

Administrators?

Yes No

Employers?

Yes No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

(Section 3-6-301): The graduate committee does not currently include representation from employers. The team was informed that the campus has received acknowledgement of future attendance by members of the local business community and anticipate employer participation at the next scheduled graduate committee meeting.

9.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

9.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

Program administrators hold quarterly faculty meetings with both full-time and part-time faculty members. At the last meeting on September 2, 2016, faculty and administration discussed adding business members to the ACCT Graduate Council and introducing a dual degree program, along with a new master's degree program in analytics within the school of business.

9.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

According to the current ACA, campus catalog, and collective syllabi, the graduate program consists of 54 quarter credit hours. Documentation reviewed by the team confirmed that the campus requires students to adhere to the current credit/contact hour allocation. However, as previously stated, the campus has not correctly converted the contact-to-credit hours for the required ACC590, Cooperative Graduate Education in Accounting course and elective ACC590 (1-6), Cooperative Graduate Education in Accounting course.

9.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The team reviewed various textbooks and e-books that are currently being used in the graduate program, and found them to be among those used in the industry. Students benefit because of the smaller class sizes and additional classwork. Similar to other collegiate institutions, the graduate program includes similar course content and a capstone course.

9.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes No

9.52 Are the course prerequisites appropriate, and are they being followed?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(b)): The campus did not evidence that all pre-requisites are being followed in the accounting master's degree program. Campus administration confirmed that the following courses require pre-requisites; however, there were none identified in the catalog or course syllabi:

- ACC590 Cooperative Graduate Education in Accounting; and
- ACC590 (1-6) Cooperative Graduate Education in Accounting.

9.53 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?

Yes No

9.54 Are the number of faculty with terminal degrees appropriate for the graduate enrollment?

Yes No

9.55 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

Yes No

9.56 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?

Yes No

If *Yes*, describe how the campus encourages scholarly activity:

The campus encourages faculty engagement by allowing them to attend professional/association conferences and other related activities. Faculty are also provided with a significant stipend as an incentive to write and publish articles in scholarly, peer-reviewed journals, as stated on page 42 of the faculty/employee handbook.

COMMENDATIONS:

Accounting faculty and students are very appreciative of the open door policy of the administration. Many students elected to enroll at the campus because of the relatively low tuition, small class sizes, proximity to their homes, and recommendations from friends and family.

The students expressed their appreciation of the tutorial program, Lynda.com, which provides assistance with accounting coursework challenges. While they had access to their professors, students are able to access the program when needed.

Students and faculty are pleased with the new building location and the updated facilities. Faculty members positively commented on the academic freedom they are granted when structuring class syllabi. Students stated that the new facilities and access to computers at the campus were sufficient to complete all required assignments. Both faculty and students reported favorable interaction with the campus administration.

9. PROGRAM EVALUATION

Academic Associate's Degree in Business Administration

Bachelor's Degree in Business Administration

Master's Degree in Business Administration

FOR ALL PROGRAMS

9.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes No (If No, skip to 9.02)

9.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?

██████████, dean of the school of business, is assigned to oversee all business administration programs. He earned a Ph.D. in soil science from the Russian Academy of Sciences and an MBA from George Mason University. ██████████ has over 10 years of business teaching experience and previously worked at Virginia International University as the dean of the school of business.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

Based on his data sheet and an interview, ██████████ devotes approximately 60 percent of his time to administration, 30 percent to teaching, and the remaining 10 percent to counseling students. He is responsible for initiating, developing, and administering the business administration programs.

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

9.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-512(c) and Glossary): There is no evidence of the adequate utilization of community resources in the business administration programs. The campus provided flyers and other documentation to confirm the promotion of guest speakers at the campus; however, there was no evidence of student participation. The team was informed that students had participated in some outside activities, yet no documentation of such activities were provided. During the course of the visit, campus administration supplied "sign-in sheets" for several activities, but the forms included a typed list of student names with no signatures. Additionally, the campus provided documentation to evidence student participation in a state/regional geographic information systems competition; however, the documentation only evidenced participation by one student, who ultimately won the competition.

9.08 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a)): Business administration program advertising material does not match program information in the academic catalog and the most recent ACA provided to the Council. Further, the campus website provides incongruent information regarding contact hours for the MBA program. The website states that these programs consist of 528 contact hours, but the catalog and ACA state the programs consist of 540 contact hours. Moreover, the "core," "general studies," "electives," and "major component" course classifications listed in the catalog do not match the promotional curriculum sheets for the undergraduate and MBA program.

9.09 Does the program include an externship?

Yes No (If *No*, skip to 9.10.)

However, the team determined that undergraduate and graduate programs include cooperative education courses that are very similar to externship experiences; the campus currently defines them as cooperative education courses. Furthermore, the ACAs classify the contact hours for these courses as fully "lecture". Course descriptions for BUS399 Cooperative Education in Business Administration (4.5 credit hours) and BUS590 Cooperative Graduate Education in Business Administration state that, "This course requires a three-way partnership among student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience." (pp. 43, 71) Campus administration informed the team that BUS399 is an elective option for undergraduate students, while BUS590 is a required course in the graduate program. As previously reported in the *Educational Activities* and *Publications* report sections, BUS590 (1-6) Cooperative Graduate Education in Business Administration is a 1.0 credit

continuation course taken by students upon completion of the 4.5 credit BUS590 course; campus administration confirmed that this course is an elective. In many interviews with administrators and students, it was clear to the team that these courses are, in fact, de facto externships, not lecture courses.

Campus administration affirmed that faculty members provide support to students enrolled in the cooperative education courses; however, the team could not confirm the level of faculty supervision as the cooperative education sites were not visited. The team was unable to speak to staff/management at the site for confirmation and cooperative education documentation was not thoroughly evaluated due to the courses' "lecture" classification on the ACA.

Even though the team determined the cooperative education courses to be, by ACICS definition, externship experiences; documentation was not thoroughly reviewed due the courses' "lecture" classification on the ACA.

If there is no evidence, insert the section number in parentheses and explain:

Section 3-1-513(a) and Glossary): The team could not assess if the cooperative education courses/de facto business administration externship experiences are appropriate. The team confirmed that MBA students are required to take a 4.5 credit course entitled BUS590 Cooperative Graduate Education in Business Administration course. Graduate students can also elect to take a 1.0 credit elective cooperative education continuation course entitled, BUS590 (1-6) Cooperative Graduate Education in Business Administration. Students work with an employer in an business administration capacity under the guidance of a faculty member. Due to the campus's classification of these courses as "lecture" on the Academic Credit Analysis, the team could not properly assess the appropriateness of these experiences.

9.10 Does the program use independent studies?

Yes No (If No, skip to 9.12.)

9.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

If No, insert the section number in parentheses and explain:

(Section 3-1-513(b)): The catalog does not identify all course pre-requisites in the business administration programs. Campus administration confirmed that the following courses require pre-requisites:

- BUS399 Cooperative Education in Business Administration;
- BUS590 Cooperative Graduate Education in Business Administration; and
- BUS590 (1-6) Cooperative Graduate Education in Business Administration.

However, catalog course descriptions do not identify pre-requisites for these courses.

9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:

(a) Title and course descriptions?

Yes No

- (b) Course numbers?
 Yes No
- (c) Course prerequisites and/or corequisites?
 Yes No
- (d) Instructional contact hours/credits?
 Yes No
- (e) Learning objectives
 Yes No
- (f) Instructional materials and references?
 Yes No
- (g) Topical outline of the course?
 Yes No
- (h) Instructional methods?
 Yes No
- (i) Assessment criteria?
 Yes No
- (j) Method of evaluating students?
 Yes No
- (k) Date the syllabus was last reviewed?
 Yes No

If *No* for any item, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and (b) and Glossary): Syllabi do not identify all course pre-requisites in the business programs. Campus administration confirmed that the following courses require pre-requisites:

- BUS399 Cooperative Education in Business Administration;
- BUS590 Cooperative Graduate Education in Business Administration; and
- BUS590 (1-6) Cooperative Graduate Education in Business Administration.

However, the syllabi for these courses do not identify pre-requisites.

- 9.15 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 9.17 Does the campus participate in Title IV financial aid?
 Yes No (*If No, skip to 9.20.*)
- 9.20 Are the following appropriate to adequately support the number of students and nature of the program:
- (a) Facilities?
 Yes No
- (b) Instructional equipment?
 Yes No
- (c) Resources?
 Yes No

(d) Personnel?

Yes No

If *Yes* for any item, describe how the above items are adequate to support the program(s):

The campus provides students and faculty with adequate facilities to support a student-centered learning environment. The programs are supported with sufficient facility space, instructional equipment, resources, modes of instructional delivery, and personnel to enhance student learning. Faculty members are well-qualified, engaged with students, and staff are responsive to student needs. The library database includes ProQuest and EBSCO to serve students assessing diverse subject content areas for research within each program.

9.21 Describe how the following elements are appropriately incorporated into the instructional components of the program:

(a) Systematic planning.

The campus provides systematic planning, as evidenced in a comprehensive CEP, and in faculty and graduate committee meeting minutes.

(b) Well-defined instructional objectives.

All business programs state and define course instructional objectives/outcomes, as evidenced in the course catalog and syllabi. The course learning objectives are clear, specific, and measureable with expected learning outcomes assessed.

(c) The selection and use of appropriate and current learning materials.

The business programs use current and relevant learning materials for all courses as evidenced by the course syllabi, graduate committee meeting minutes, and faculty interviews.

(d) Appropriate modes of instructional delivery.

The campus utilizes Lynda.com for both on-ground and online instructional delivery. The team observed that the Moodle LMS is utilized in approximately 80 of the 212 current business program course session offerings involving about 230 students. The LMS allows students to access the course syllabus, discussion board, assignments, quizzes/tests, and grading.

(e) The use of appropriate assessment strategies.

(Section 3-1-532(e)): Appropriate assessment strategies are not being utilized in the business programs. The business programs utilize appropriate formative and summative assessment strategies such as grading, exams, and project portfolios; however, there is little evidence of substantive and comprehensive feedback provided to students during online discussion boards and in the final capstone courses, BUS499 Capstone: Business Administration and BUS599 Capstone: Business Administration. When addressed, campus administration confirmed that capstone courses do not include rubrics and conveyed that the usage a rubric in these courses was not a current necessity. However, the team felt a rubric is necessary for impartial assessment of students' work. There is no evidence that faculty follow any prescribed rubric(s), including the provision of in-depth and comprehensive feedback to students on assignments, online discussion boards, and final (capstone) projects. In addition, there is little evidence that the MBA courses incorporate rigorous formative/summative assessments (tests) at the higher level of Bloom's taxonomy, involving critical thinking, analysis, evaluation, and problem-solving skills.

(f) The use of appropriate experiences.

Faculty members are well-qualified and possess the appropriate professional backgrounds to share meaningful personal practical experiences in the classroom, using career-relevant examples to illustrate teaching points during discussions. The team verified this through interviews with faculty and class observations.

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.25 Is the size of the faculty appropriate to the total student enrollment?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 9.27 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?
 Yes No

According to the current ACA, campus catalog, and collective syllabi, the program consists of 90 quarter credit hours. Documentation reviewed by the team confirmed that the campus requires students to adhere to the current credit/contact hour allocation. However, as previously stated, the campus has not correctly converted the contact-to-credit hours for the BUS399, Cooperative Education in Business Administration elective course.

- 9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.37 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
The curriculum adequately covers all of the subject areas in the proper breadth and depth, approximating the standards of other similar institutions offering academic associate's degrees. As previously noted, faculty members are well-qualified and possess the appropriate background experiences to offer students current, career-relevant personal experiences in classroom discussions. Most adjunct faculty members

teach at other institutions offering similar degrees and upon interview, faculty members were able to confirm that the campus' program offerings meet the standards of other similar institutions.

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

9.39 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not Applicable

If No, insert the section number in parentheses and explain:

(Section 3-4-204): The campus did not evidence that all second-year courses in the business administration academic associate's degree program are based upon appropriate first-year prerequisites. Neither the course syllabus nor the catalog identified required pre-requisites for the BUS399 Cooperative Education in Business Administration elective course.

FOR BACHELOR'S DEGREES ONLY

9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

Yes No

According to the current ACA, campus catalog, and collective syllabi, the program consists of 180 quarter credit hours. Documentation reviewed by the team confirmed that the campus requires students to adhere to the current credit/contact hour allocation. However, as previously stated, the campus has not correctly converted the contact-to-credit hours for the BUS399 Cooperative Education in Business Administration elective course.

9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

If No, insert the section number in parentheses and explain:

(Section 3-5-202): There is no evidence that the business administration bachelor's degree program provides a minimum 90 quarter credit hours of core/concentration courses. Documentation reviewed by the team, includes the catalog, campus website, and a curriculum sheet (advertising material). The catalog identifies the allocation of only 81 credit hours toward core classes, the website identifies 81 credit hours, and the curriculum sheet identifies 72 credit hours.

9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes No Not Applicable (The institution offers all four years of the degree.)

9.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The curriculum adequately covers all of the subject areas in the proper breadth and depth, approximating the standards of other similar institutions offering bachelor's degrees. Faculty are well qualified and possess the appropriate background experiences to offer students current, career-relevant personal experiences in classroom discussions. Most adjunct faculty members teach at other institutions offering similar degrees and upon interview, faculty members were able to confirm that the campus' program offerings meet the standards of other similar institutions.

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes No Not Applicable (no students in the third and fourth years)

9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes No

If No, insert the section number in parentheses and explain:

(Section 3-5-204): The campus did not evidence that all upper-division courses in the business administration bachelor's degree program are based upon appropriate prerequisites. Neither the course syllabus nor the catalog identified required pre-requisites for the BUS399, Cooperative Education in Business Administration elective course.

FOR MASTER'S DEGREES ONLY

9.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

The ACCT Graduate Council was established to enhance continuous improvement in the quality and rigor of education offered in its graduate programs. The council consists of nine participants who volunteer to serve for a selected term. Graduate Council members consist of the following:

- director of the business program,
- director of the CIS program,
- five adjunct campus faculty members, and
- two graduate students.

The council is required to meet once during each winter, spring, and fall term. Documentation was provided to indicate that council meetings were most recently held on June 30, 2016 and September 2, 2016.

Does the committee include the following:

Students?

Yes No

Faculty?

Yes No

Administrators?

Yes No

Employers?

Yes No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

(Section 3-6-301): The graduate committee does not currently include representation from employers. The team was informed that the campus has received acknowledgement of future attendance by members of the local business community and anticipate employer participation at the next scheduled graduate committee meeting.

9.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

9.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

Graduate program faculty members are continuously involved in the development and modification of the MBA program. Faculty suggestions on how to improve course curricula are submitted to the dean - with involvement from the chief academic officer - reviewed, and then considered for implementation as evidenced in the graduate meeting minutes, faculty meeting minutes, and confirmed in faculty interviews.

9.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

According to the current ACA, campus catalog, and collective syllabi, the graduate program consists of 54 quarter credit hours. Documentation reviewed by the team confirmed that the campus requires students to adhere to the current credit/contact hour allocation. However, as previously stated, the campus has not correctly converted the contact-to-credit hours for the required BUS590 Cooperative Graduate Education in Business Administration course and elective BUS590 (1-6) Cooperative Graduate Education in Business Administration course which will impact the total number of hours in the program.

9.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The curriculum adequately covers all of the subject areas in the proper breadth and depth approximating the standards of other similar institutions offering master's degrees in business. Faculty members are well-qualified and possess the appropriate background experiences to offer students current, career-relevant personal experiences in classroom discussions. Most adjunct faculty teach at other institutions that offer similar degrees and, during faculty interviews, confirmed that the MBA program offerings meet the standards of other similar institutions. Research paper assignments are incorporated in all graduate courses where library resources are required and utilized as evidenced by interviewing faculty and students

9.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes No

9.52 Are the course prerequisites appropriate, and are they being followed?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(b)): The campus did not evidence that all pre-requisites are being followed in the business administration master's degree program. Campus administration confirmed that the following courses require pre-requisites; however, there were none identified in the catalog or course syllabi:

- BUS590 Cooperative Graduate Education in Business Administration; and
- BUS590 (1-6) Cooperative Graduate Education in Business Administration.

9.53 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?

Yes No

9.54 Are the number of faculty with terminal degrees appropriate for the graduate enrollment?

Yes No

9.55 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

Yes No

9.56 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?

Yes No

If *Yes*, describe how the campus encourages scholarly activity:

The campus encourages faculty engagement by allowing them to attend professional/association conferences and other related activities. Faculty are also provided with a significant stipend as an incentive to write and publish articles in scholarly, peer-reviewed journals, as stated on page 42 of the faculty/employee handbook.

GENERAL COMMENTS:

Business programs' curricula are satisfactory (McGraw Hill); and faculty are well-qualified and engaged with students.

COMMENDATIONS:

The campus offers a professional environment conducive to educational achievement. The relationships among students, faculty, and staff are excellent. Students and faculty are actively engaged in the learning/teaching process and staff is very responsive and supportive of this endeavor.

9. PROGRAM EVALUATION**Academic Associate's degree in Computer Information Systems****Bachelor's Degree in Computer Information Systems****Master's Degree in Computer Information Systems****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (If No, skip to 9.02)
- 9.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?
██████████ dean of the school of computer information sciences (CIS), administers the CIS programs. He was hired as a program director in January 2013 and promoted to his current role in March 2016. ██████████'s qualifications include a master's degree in information management from George Washington University. He also holds several certificates specializing in network administration, oracle programming, and software engineering. He has worked in academia for 16 years, including instruction, academic administration, and student advising. ██████████ has 20 years of experience working in the computer information systems and sciences fields. He oversees the programs' curricula, course and syllabi development, and systematic changes. He supervises 18 full-time and 8 adjunct faculty members.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
██████████ oversees course development, curriculum changes, course scheduling, faculty development, and faculty evaluation. A signed job description detailed his duties, responsibilities, and time allocated to program administration. This information was also confirmed by ██████████ upon interview.
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available.)
(b) Student placement rate of 70 percent?
 Yes No Not Applicable (Data not available.)
- 9.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-512(c) and Glossary): There is no evidence of the adequate utilization of community resources in the computer information systems (CIS) programs. The campus produced no documentation to verify that the CIS programs provides students with community resources outside of the cooperative education courses. Faculty and the dean both stated that community resources were used in the programs; yet, the documentation provided was over a year old. The team was informed that students are scheduled to attend a program-relevant seminar in November 2016.

- 9.08 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a)): Computer information systems (CIS) program advertising material does not provide the program's accurate title, nor does it match information in the academic catalog and the most recent ACA provided to the Council. All advertising materials, including the catalog, curriculum sheets, and campus website refer to the CIS program as "computer information sciences", as opposed to the ACICS and state-approved "computer information systems" title.

The campus website also provides incongruent information regarding contact hours for the CIS master's degree program. The website and the curriculum sheet state that the program consists of 528 contact hours, but the catalog and ACA state the programs consist of 540 contact hours. Moreover, the "core", "general studies", "electives", and "major component" course classifications listed in the catalog do not match the promotional curriculum sheets for the undergraduate and graduate programs.

- 9.09 Does the program include an externship?

Yes No (If No, skip to 9.10.)

The team identified that undergraduate and graduate programs include cooperative education courses that are very similar to externship experiences; however the campus currently defines them as cooperative education courses. Furthermore, the ACAs classify the contact hours for these courses as fully "lecture". Course descriptions for CIS399 Cooperative Education in Computer Information Systems (4.5 credit hours) and CIS590 Cooperative Graduate Education in Computer Information Systems state that, "This course requires a three-way partnership among student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience" (pp. 47, 76). Campus administration informed the team that CIS399 is an elective option for undergraduate students, while CIS590 is a required course in the graduate program. As previously reported in the *Educational Activities* and *Publications* report sections, CIS590 (1-6), Cooperative Graduate Education in Computer Information Systems is a 1.0 credit continuation course taken by students upon completion of the 4.5 credit CIS590 course; campus administration confirmed that this course is an elective. In many interviews with administrators and students, it was clear to the team that these courses are, in fact, de facto externships, not lecture courses.

Campus administration affirmed that faculty members provide support to students enrolled in the cooperative education courses; however, the team could not confirm the level of faculty supervision as the cooperative education sites were not visited. The team was unable to speak to staff/management at the site for confirmation and cooperative education documentation was not thoroughly evaluated due to the courses' "lecture" classification on the ACA.

Even though the team determined the cooperative education courses to be, by ACICS definition, externship experiences; documentation was not thoroughly reviewed due the courses' "lecture" classification on the ACAs.

If there is no evidence, insert the section number in parentheses and explain:

Section 3-1-513(a) and Glossary): The team could not assess if the cooperative education courses/de facto computer information systems (CIS) externship experiences are appropriate. The team confirmed that CIS graduate students are required to take a 4.5 credit course entitled CIS590 Cooperative Graduate Education in Computer Information Systems course. Graduate students can also elect to take a 1.0 credit elective cooperative education continuation course entitled, CIS590 (1-6) Cooperative Graduate Education in Computer Information Systems. Students work with an employer in an CIS capacity under the guidance of a faculty member. Due to the campus' classification of these courses as "lecture" on the Academic Credit Analysis, the team could not properly assess the appropriateness of these experiences.

9.10 Does the program use independent studies?

Yes No (If No, skip to 9.12.)

9.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

If No, insert the section number in parentheses and explain:

(Section 3-1-513(b)): The catalog does not identify all course pre-requisites in the computer information systems (CIS) programs. Campus administration confirmed that the following courses require pre-requisites:

- CIS399 Cooperative Education in Computer Information Systems;
- CIS590 Cooperative Graduate Education in Computer Information Systems; and
- CIS590 (1-6) Cooperative Graduate Education in Computer Information Systems.

However, catalog course descriptions do not identify pre-requisites for these courses.

Furthermore, the catalog does not include a pre-requisite for CIS bachelor's degree course, CIS482 Advanced Web Design. Because the catalog describes this course as, "...an advanced hands-on course to further develop technical skills..." (p. 50), the team concluded that it should have course CIS480 Web Design as a prerequisite. The campus was informed of this and agreed that the course should include a pre-requisite. The team was provided with a revised catalog that identified the course CIS481 Artificial Intelligence as the pre-requisite to course for CIS482 Advanced Web Design. Course CIS481 is described

as providing an "... overview of the main thrust in artificial intelligence..." (p. 50). The relevance of this course as a pre-requisite for CIS482 was not evident and thus, the concern was not satisfied.

9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:

(a) Title and course descriptions?

Yes No

(b) Course numbers?

Yes No

(c) Course prerequisites and/or corequisites?

Yes No

(d) Instructional contact hours/credits?

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references?

Yes No

(g) Topical outline of the course?

Yes No

(h) Instructional methods?

Yes No

(i) Assessment criteria?

Yes No

(j) Method of evaluating students?

Yes No

(k) Date the syllabus was last reviewed?

Yes No

If *No* for any item, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and (b) and Glossary): Syllabi do not identify all course pre-requisites in the computer information systems (CIS) program. Campus administration confirmed that the following courses require pre-requisites:

- CIS399 Cooperative Education in Computer Information Systems;
- CIS590 Cooperative Graduate Education in Computer Information Systems; and
- CIS590 (1-6) Cooperative Graduate Education in Computer Information Systems.

However, the syllabi for these courses do not identify pre-requisites.

Furthermore, the syllabus for course, CIS482 Advanced Web Design, does not include a pre-requisite. Because the catalog describes this course as, "an advanced hands-on course to further develop technical skills..." (p. 50), the team concluded that it should require a pre-requisite.

9.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.17 Does the campus participate in Title IV financial aid?

Yes No (If No, skip to 9.20.)

9.20 Are the following appropriate to adequately support the number of students and nature of the program:

(a) Facilities?

Yes No

(b) Instructional equipment?

Yes No

(c) Resources?

Yes No

(d) Personnel?

Yes No

If Yes for any item, describe how the above items are adequate to support the program(s):

The campus has sufficient computer labs and classrooms equipped with network technologies that include switches, routers, and patch panels to support the programs. The current faculty is well-qualified to teach and advise in their respective courses, and there are administrative personnel to serve the students. The school facilities are appropriate and conducive to enhance student learning. The ProQuest and Lynda.com online library databases are available 24 hours a day, 7 days a week for students to access diverse content for all courses within the program.

9.21 Describe how the following elements are appropriately incorporated into the instructional components of the program:

(a) Systematic planning.

This is demonstrated through a well-defined campus effectiveness plan for both undergraduate and graduate programs. It was evidenced that there is a developing administrative structure and planning being utilized to help drive the programs.

(b) Well-defined instructional objectives.

Well-defined instructional objectives were identified on each class syllabus for each program. The objectives were specific and described student expectations and learning outcomes.

(c) The selection and use of appropriate and current learning materials.

Current software and textbooks are identified on each syllabus. Faculty interviews validated that relevant and appropriate materials are utilized in each class, and faculty are encouraged to suggest new and updated materials.

(d) Appropriate modes of instructional delivery.

The syllabus identifies the mode of delivery to be utilized in the classroom. The team identified that the Moodle LMS is utilized for all classes, and the team reviewed this online learning platform. Moodle is used as a course shell for students to access online content and tools. It includes access to the syllabus, assignments, discussion boards, grades, and feedback for all students.

(e) The use of appropriate assessment strategies.

The team witnessed and verified through interviews, observation, and document review that appropriate assessment strategies are being utilized. The strategies are applied in the classroom and documented via Moodle through course delivery.

(f) The use of appropriate experiences.

All faculty provide in-depth practical experience to supplement the learning materials and curricula. The team verified this through faculty interviews.

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.25 Is the size of the faculty appropriate to the total student enrollment?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 9.27 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?
 Yes No
- 9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-4-202): There is no evidence that the computer information systems academic associate's degree program provides a minimum of 45 quarter credit hours of core/concentration courses. Documentation reviewed by the team included the catalog, campus website, and a curriculum sheet (advertising material). The catalog identifies the allocation of only 40.5 credit hours toward core classes, the website identifies 40.5 credit hours, and the curriculum sheet identifies 36 credit hours.

- 9.37 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
The faculty provides insight through personal career-relevant experience and direct research with the standards of other collegiate institutions that offer the same or a similar degree. Many of the faculty members often teach at other colleges offering the same programs and provide input to validate the

program offerings at the campus. The academic associate's degree curriculum currently reflects contemporary educational and industry standards.

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

9.39 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not Applicable

If No, insert the section number in parentheses and explain:

(Section 3-4-204): The campus did not evidence that all second-year courses in the computer information systems academic associate's degree program are based upon appropriate first-year prerequisites. Neither the course syllabus nor the catalog identified required pre-requisites for the CIS399 Cooperative Education in Computer Information Systems elective course.

FOR BACHELOR'S DEGREES ONLY

9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

Yes No

According to the current ACA, campus catalog, and collective syllabi, the program consists of 180 quarter credit hours. Documentation reviewed by the team confirmed that the campus requires students to adhere to the current credit/contact hour allocation. However, as previously stated, the campus has not correctly converted the contact-to-credit hours for the ACC399 Cooperative Education in Computer Information Systems elective course.

9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes No Not Applicable (The institution offers all four years of the degree.)

9.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

As noted above, the faculty provides insight through personal career-relevant experience and direct research with the standards of other collegiate institutions that offer the same or a similar degree. Many of the faculty members often teach at other colleges offering the same programs and provide input to validate the program offerings at the campus. The academic associate's degree curriculum currently reflects contemporary educational and industry standards.

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes No Not Applicable (no students in the third and fourth years)

9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes No

If No, insert the section number in parentheses and explain:

(Section 3-5-204): The campus did not evidence that all upper-division courses in the computer information systems bachelor's degree program are based upon appropriate prerequisites. Neither the course syllabus nor the catalog identified required pre-requisites for the CIS399 Cooperative Education in Computer Information Systems elective course. Furthermore, the syllabus nor the catalog for course CIS482 Advanced Web Design include a pre-requisite(s). Because the catalog describes this course as, "an advanced hands-on course to further develop technical skills..." (p. 50), the team concluded that it should require a pre-requisite.

FOR MASTER'S DEGREES ONLY

9.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

The ACCT Graduate Council was established to enhance continuous improvement in the quality and rigor of education offered in its graduate programs. The council consists of nine participants who volunteer to serve for a selected term. Graduate Council members consist of the following:

- director of the business program,
- director of the CIS program,
- five adjunct campus faculty members, and
- two graduate students.

The Council is required to meet once during each winter, spring, and fall term. Documentation was provided to indicate that council meetings were most recently held on June 30, 2016 and September 2, 2016.

Does the committee include the following:

Students?

Yes No

Faculty?

Yes No

Administrators?

Yes No

Employers?

Yes No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

(Section 3-6-301): The graduate committee does not currently include representation from employers. The team was informed that the campus has received acknowledgement of future attendance by members of the local business community and anticipate employer participation at the next scheduled graduate committee meeting.

9.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

9.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

Program administrators hold quarterly faculty meetings with both full-time and part-time faculty members. At the last meeting on September 2, 2016, faculty and administration discussed adding business members to the ACCT Graduate Council and introducing a dual degree program, along with a new master's degree program in analytics within the school of business.

9.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

According to the current ACA, campus catalog, and collective syllabi, the graduate program consists of 54 quarter credit hours. Documentation reviewed by the team confirmed that the campus requires students to adhere to the current credit/contact hour allocation. However, as previously stated, the campus has not correctly converted the contact-to-credit hours for the required CIS590 Cooperative Graduate Education in Computer Information Systems course and elective CIS590 (1-6) Cooperative Graduate Education in Computer Information Systems course.

9.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The faculty, dean, and graduate committee provide insight through personal career-relevant experience and direct research with the standards of other collegiate institutions that offer the same or a similar program. Many of the faculty members often teach at other colleges offering the same programs and provide input to validate the offerings at the campus. The curriculum and courses currently offered within the master's degree program do reflect contemporary educational and industry standards.

9.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes No

9.52 Are the course prerequisites appropriate, and are they being followed?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(b)): The campus did not evidence that all pre-requisites are being followed in the computer information systems master's degree program. Campus administration confirmed that the following courses require pre-requisites; however, there were none identified in the catalog or course syllabi:

- CIS590 Cooperative Graduate Education in Computer Information Systems; and
- CIS590 (1-6) Cooperative Graduate Education in Computer Information Systems.

- 9.53 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?
 Yes No
- 9.54 Are the number of faculty with terminal degrees appropriate for the graduate enrollment?
 Yes No
- 9.55 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
 Yes No
- 9.56 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
 Yes No

If Yes, describe how the campus encourages scholarly activity:

The campus provides a substantial stipend for faculty to write and publish scholarly articles, publish in journals, present at conferences, and write scholarly texts. Furthermore, the campus provides reimbursement for conferences and other professional activities. This information is outlined in the employee handbook.

10. NONTRADITIONAL EDUCATION

H-A Distance Education (Online and hybrid/blended)

- Up to 50% 50% or more

- A.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications and any other responsibilities currently held at the campus (if applicable)?
██████████ is the director of online programs. He began working for the campus in January 2011 as a faculty member and was promoted to his current position in April 2015. ██████████ earned a DBA from Apollos University, a master's degree in general management from Global University, and both a master's degree in accounting and an advanced graduate specialist certificate in international business development and policies from the American College of Commerce and Technology. ██████████ has more than five years of online teaching experience and has more than 20 years of experience in the field of engineering.
- A.02 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- A.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?
 Yes No

Describe documentation that was reviewed which enabled the team to make this determination.

Along with an interview of [REDACTED] the team reviewed a signed job description, data sheet, and staff and faculty meeting minutes to evidence that he has sufficient authority to administer distance education at the campus.

- A.04 Are the time and resources devoted to the administration of distance education sufficient?
 Yes No
- A.05 Does the institution have a plan to implement distance education instruction?
 Yes No
- A.06 If the institution has a plan, does it include the following:
- (a) Rationale?
 Yes No
 - (b) Resources?
 Yes No
 - (c) Course/program objectives?
 Yes No
 - (d) Course content?
 Yes No
 - (e) Student assessment?
 Yes No
- A.07 Does the institution integrate this plan into the Campus Effectiveness Plan?
 Yes No
- A.08 Is the delivery method appropriate for students and the curriculum?
 Yes No
- A.09 Describe the distance education delivery method(s) the campus utilizes: fully online, hybrid/blended, or both.
The institution's online program is a hybrid/blended program, in which the students may only complete up to 50 percent of their program online. Therefore, all students have on-ground attendance requirements.
- A.10 Are admission requirements for distance education courses/programs identified by the institution?
 Yes No Not Applicable (There are no additional admissions requirements.)
- A.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?
 Yes No Not Applicable (No admissions test is required.)
- A.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program?
 Yes No

If Yes, explain how and when this information is disclosed.

Students are required to provide identification at the time of enrollment. In addition, students are provided information in the campus catalog regarding the use of the Examity online proctoring tool. Examity requires students to complete the final exam for each online course through visual verification methods to ensure the identification of the student.

- A.13 Does the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity verification process?
 Yes No

If Yes, explain how and when this information is disclosed.

The identity verification process is printed in the school's catalog, presented to the students upon enrollment, and is also included in the online orientation program.

- A.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?
 Yes No Not Applicable (There are no additional charges or fees associated with the verification of student identity.)

- A.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to access this mode of delivery during the admissions/enrollment process?
 Yes No

- A.16 Does the institution provide an online orientation program to familiarize students with the equipment and resources used in the distance education activities?
 Yes No

If Yes, briefly describe the online orientation program.

Prior to attending the initial online course, students must complete an online training orientation module. This module contains directives on how to navigate the online delivery system, post discussions, upload announcements, and utilize the news forums.

- A.17 Do syllabi identify course learning objectives, and does each course learning objective support one or more program learning outcomes?
 Yes No

- A.18 Describe how the courses provide opportunities for interaction between faculty and students.
Online instructors are able to provide feedback to students through the online discussion boards and gradebook. This is intended to provide adequate feedback to students by offering comments on assignments and informing students where improvement is needed. The director of online programs provided the team a rubric he developed to evaluate faculty; this rubric was developed to measure the quality of the responses between faculty and students. Based on this rubric, the director can determine if faculty member is satisfactory, needs additional training, or if they would no longer be assigned to teach online courses. As of the current fall 2016 term, five instructors were no longer able to teach online courses due to inadequate communication with, and feedback to, students.

Are these opportunities sufficient and appropriate?

Yes No

A.19 Describe how the courses provide opportunities for interaction among students.

The institution has set expectations for students to participate in the class discussion boards. A student must have two discussion board posts each week in order to participate the subsequent week. In addition, the discussion board rubric indicates that each student must post quality replies to two students' post to continue in the discussion threads.

Are these opportunities sufficient and appropriate?

Yes No

If *No*, insert the section number in parentheses and explain:

(Appendix H, Section II, Curriculum and Instructional Delivery (b)): There is insufficient interaction amongst students in online courses. The team reviewed both summer 2016 and fall 2016 term courses; however, no data could be derived from the fall 2016 term as it had begun just over a week prior to the team's visit. The following 10 courses were reviewed from the summer 2016 term: BUS220 Business Technology; BUS520 Leadership and Organizational Behavior; CIS170 Computer Science Fundamentals; MGT550 Project Management; POL350 Contemporary International Problems; PSY100 Introduction to Psychology; and SOC101 Introduction to Sociology. Upon the review, the team observed that for seven of these courses, students either did not submit any response to their classmates' posts or submitted inadequate responses such as, "good post," "nicely explained," "good answer," "great job," etc. However, students received full credit for responses that did not meet the discussion board assignment expectations as noted in the course rubric.

A.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?

Yes No

If *Yes*, describe documentation reviewed by the team to evidence this.

The clock and credit hours for the online courses are appropriate for the degrees offered. The team reviewed online syllabi, lesson plans, online activity, the institution's catalog, and conducted interviews of faculty, administration, and students to make this determination.

A.21 Is the curriculum administered in a way that maintains security of access?

Yes No

A.22 Describe the student identity verification method used by the campus.

Students are required to provide identification at the time of enrollment. In addition, the students are provided information in the school's catalog regarding the use of the Examity online proctoring tool and are required to create and utilize an individualized password to log-in to the online platform. Examity requires students to complete the final exam for each online course through visual verification methods to ensure the identification of the student.

Is this method adequate?

Yes No

A.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?
 Yes No

A.24 Describe the institution's learning management system.

The institution uses the Moodle LMS to facilitate access to all course materials for each online course. Students are able to view course syllabi, rubrics, course assignments, and are able to access online references and instructors through the LMS.

A.25 Are the faculty properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment?

Yes No

If *Yes*, explain how and when faculty members are trained to utilize the institution's learning management system.

Prior to teaching online courses, online faculty members are required to attend a "Technology Readiness" training session with the director of online programs. This training serves as the faculty orientation to the LMS and takes place on-ground or through a Skype session. New online faculty members are only scheduled to teach one course during their first term and are closely monitored by administration to evaluate their effectiveness.

A.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?

Yes No

A.27 Does the institution demonstrate appropriate faculty student ratios to support the following:

(a) Faculty and student interaction?

Yes No

(b) Facilitation of interaction among students?

Yes No

(c) Facilitation of interaction with curriculum content?

Yes No

A.28 What is the overall student/teacher ratio for online courses offered in the current term?

The current student/teacher ratio for online courses is 16:1.

A.29 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?

Yes No

A.30 Does the institution have adequate financial resources to support the courses/program(s)?

Yes No

A.31 Describe how the institution demonstrates that students taking online courses have access to the same or equivalent library resources and support as on-ground students.

The institution has contracted with the ProQuest online library database which is available to students 24 hours per day, 7 days per week. ProQuest provides access to periodicals, peer-reviewed journal articles, full text books, and additional scholarly research resource methods.

- A.32 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?

The institution's online program is a hybrid/blended program in which the students may only complete up to 50 percent of their program online. Therefore, all students have on-ground attendance requirements. All new students are required to attend a formal student orientation session during the first week of attendance.

Is this orientation adequate?

Yes No

- A.33 Does the institution provide support services for online students which are the same or equivalent to those provided for on-ground students in the following areas:

(a) Counseling?

Yes No

(b) Academic advising?

Yes No

(c) Financial aid?

Yes No Not Applicable (The institution does not participate in financial aid.)

(d) Employment assistance?

Yes No Not Applicable (The institution enrolls only international students on a student visa.)

If Yes for any item, describe how the institution provides these support services to students.

The institution's online program is a hybrid/blended program in which students may only complete up to 50 percent of their program online; therefore, all students have access to the same student services available to all on-ground students. Orientation is conducted for all new students at the beginning of every term. The orientation session is presented by the vice president and director of communications, Ms. [REDACTED] and consists of introductions to campus administrators. Campus administrators present pertinent information to new students to familiarize them with the services available. Faculty and deans serve as the academic advisors on campus and students are encouraged to seek assistance from their instructor or an assigned faculty advisor. Faculty advising sessions are available, upon request, daily, from 10:00 a.m. to 6:00 p.m. Students with personal issues are referred to the vice president for assistance and/or referred to a qualified counselor or agency.

- A.34 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?

Yes No

- A.35 Do assessments and assignments demonstrate student achievement of course learning objectives?

Yes No

- A.36 Does the institution document that it conducts the following:

(a) Course/program evaluations (including assessments of educational outcomes)?

Yes No

(b) Student retention and placement?

Yes No

(c) Student satisfaction?

Yes No

(d) Faculty satisfaction?

Yes No

(e) Employer satisfaction?

Yes No

A.37 Does the institution fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material?

Yes No

14. DATA INTEGRITY REVIEW

Data Integrity Review Table

Table 1: Placement Rates

Program Name	Academic Credential	Total Graduates*	Total Completers	Reported as Placed by School	Reported as Unavailable for Placement by School	Verified as Placed through PVP (Placement Verification Program)	Calls Attempted On Site	Calls Successful On Site	Verified as Placed On Site	Verified as Unavailable for Placement through PVP	Percent of Placements Verified by ACICS**
Accounting	Academic Associate's	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	***
Accounting	Bachelor's	1	0	0	1	n/a	n/a	n/a	n/a	n/a	***
Accounting	Master's	2	1	2	1	1 ⁺⁺	n/a	n/a	1	n/a	***
Business Management	Academic Associate's	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	***
Business Management	Bachelor's	2	1	0	3	2 ⁺⁺	n/a	n/a	n/a	n/a	***
Business Management	Master's	26	5	0	31	3 ⁺⁺	n/a	n/a	n/a	n/a	***
Computer Information Systems	Academic Associate's	n/a	1	0	1	n/a	n/a	n/a	n/a	n/a	***
Computer Information Systems	Bachelor's	7	1	1 ⁺	7	0	n/a	n/a	n/a	n/a	***
Computer Information Systems	Master's	120	49	0	0	23 ⁺⁺	n/a	n/a	5	n/a	***
	Totals	158	58	3	44	29	n/a	n/a	6	n/a	n/a

Notes:

- * Total Graduates/Completers as reported on an unofficial 2016 CAR provided to the team while on-site
- ** (Verified as Placed Through PVP)+(Verified as Placed On Site)-(Reported as Placed by the campus)
- *** 2016 unofficial CAR vs. PVP discrepancies – refer to report question 14.1 for details.
- + Campus did not submit placement through the PVP portal
- ++ Program reported as having less or no placement in the unofficial 2016 CAR; however, reported additional placements to ACICS through the PVP portal

Additional Note: With the exception of the “Total Graduates/Completers” column, each heading refers to graduates/completers from January – June 2016.

QUESTIONS FOR PLACEMENT (TABLE 1)

- 14.1 Describe any discrepancies or pertinent information uncovered from the PVP report, and insert the section number in parentheses. (Refer to Table 1 for examples.)

The January – June 2016 CAR backup data provided by the campus was last updated on October 10, 2016. As noted previously throughout this report, the campus has not yet been required to submit an official CAR to the Council as it received its initial grant of accreditation in 2015. The team attempted to use the CAR and backup data which should be submitted to ACICS by November 1, 2016. However, due to apparent inaccuracies in the current unofficial document, including the addition of students whom graduated outside of the CAR period, the team was unable to verify the CAR while on-site. Hence, these current inaccuracies did not allow for the team to utilize the CAR to aid in the verification of graduates and placements.

Prior to the visit, the team was able to verify 29 of 35 placements submitted to ACICS through the PVP portal. While on-site, the team was able to verify the additional six placed graduates/completers by reviewing documentation, including job descriptions and employer verifications, utilized to confirm graduate/completer dates of hire.

- 14.2 Describe any discrepancies or pertinent information uncovered during on-site placement verification, and insert the section number in parentheses. (Refer to Table 1 for examples.)

There were no discrepancies uncovered on-site regarding verification of placement submitted through the PVP portal. As stated above, the team was unable to verify the current 2016 CAR, not yet due for submission to ACICS.

- 14.3 If there were no successful contacts by the on-site team, insert “Section 3-1-303(a)” in parentheses and explain:

There were no calls attempted on-site.

QUESTIONS FOR LICENSURE

- 14.4 Was the team able to verify licensure pass rates for all programs that require licensure in order to obtain employment in the state where the institution is located?

Yes No Not Applicable (*Skip to 14.6.*)

- 14.6 Summarize the data including placement and licensure rates, where applicable.

With the exception of six graduates, the placement information provided to the team through the PVP portal was verified prior to the visit. Two graduates, placed by skill, appeared to have job duties that did utilize the majority of skills obtained in their program. Moreover, during the team visit, the campus provided job descriptions for the graduates' positions and they did indeed satisfy the team's concerns. Additionally, the campus did not initially provide hire dates for five graduate placements submitted through the PVP portal. While on-site, the campus supplied emails and employment verification forms to evidence that these graduates obtained their reported positions within an appropriate timeframe.

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	3-1-100	The mission statement is not appropriately disclosed in the catalog or other publications (page 7).
2	3-1-202(a)	The institution was unable to evidence the effectiveness and efficiency of its administration (page 13).
3	3-1-303(a) and 2-2-151(b)	Adequate, complete, and up-to-date records are not fully maintained to support the admissions, curriculum, accreditation and licensure, and faculty operations at the campus (pages 3, 14, and 15).
4	3-1-414	The institution does not use an enrollment agreement for each student which clearly outlines the financial obligations of both the institution and student (page 18).
5	3-1-512(a)	There is insufficient evidence that the campus involves outside interested parties in the formation of policy and the design of all educational programs (page 26).
6	3-1-512(c) and Glossary	There is no evidence of the adequate utilization of community resources in all programs (pages 46, 55, and 65).
7	3-1-513(a), 3-1-703 and Appendix C	Advertising material does not accurately depict current program offerings, nor does it match information provided in the catalog and academic credit analysis (pages 38, 39, 47, 55, and 65).
8	3-1-513(a) and Glossary	The team could not assess if the cooperative education experiences are appropriately evaluated (pages 47, 56, and 66).
9	3-1-513(a & b) and Glossary	The catalog and syllabi do not identify necessary pre-requisites for all respective courses; therefore, there is no evidence that all pre-requisites are properly followed in all programs (pages 49, 57, and 67).
10	3-1-513(b)	Prerequisites are not appropriately identified in a number of programs (pp.48, 53, 56, 63, 66, & 72).
11	3-1-516(a(i))	The campus does not appropriately convert contact/clock to credit hours (page 27).
12	3-1-532(e)	Appropriate assessment strategies are not utilized in the business programs (page 58).
13	3-1-541 & 3-1-542	Official transcripts, with required foreign evaluations, were not on file for two faculty members (page 29).
14	3-1-701, 3-6-800 & Appendix C	The campus catalog does not include, nor does it adequately describe, all required elements (pages 34-37, 40, and 41).

15	3-1-701, 3-4-202, 3-5-202, & Appendix C	There is no evidence that all academic associate's and bachelor's degree programs provide the minimum required quarter credit hours in core/concentration courses (pages 37, 51, 60, and 69).
16	3-1-703 & Appendix C	All advertising and promotional materials do not truthfully reflect the programs at the institution, as approved (pages 38-39).
17	3-4-204 & 3-5-204	The campus did not evidence that all second-year courses in the computer information systems academic associate's degree program and upper-division courses in all bachelor's degree programs are based upon appropriate pre-requisites. (pages 51, 60, 61, 71, and 71).
18	3-4-302 & 3-5-302	The team was unable to verify the qualifications of all faculty members (page 30).
19	3-6-301	The graduate committee does not currently include employer representation (pages 52, 62, and 71).
20	Appendix H, Section II, Curriculum and Instructional Delivery (b)	There is insufficient interaction amongst students in online courses (page 76).



SPECIAL FULL-TEAM EVALUATION VISIT REPORT

AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY - ALHAMBRA
1000 S Freemont Avenue
Alhambra, CA 91803
ACICS ID Code: 00274252

Dr. [REDACTED] Campus Director ([REDACTED]@acct.edu)
(alhambra.acics@acct.edu)

MAIN CAMPUS
American College of Commerce and Technology
Falls Church, VA
ACICS ID Code: 00050228

October 10-11, 2016

(b)(6)	Chair	(b)(6)	Charlotte, NC
	Student-Relations Specialist		Denver, CO
	Educational Activities		Plano, TX
	Distance Education and Business Administration/Accounting Specialist		East Bethel, MN
	Computer Information Systems Specialist		Newark, NJ
Ms. Katie Morison	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY - ALHAMBRA
ALHAMBRA, CA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock/Contact Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement (%)			
						2016		2015	
						Ret.	Pla.	Ret.	Pla.
Master of Science	Master's Degree	Computer Information Systems+	540	54	30/1	87%*	N/A	N/A	N/A
Master in Business Administration	Master's Degree	Business Administration	540	54	14/0	88%*	N/A	N/A	N/A
Master of Science	Master's Degree	Accounting	540	54	6/0	100%*	N/A	N/A	N/A
Bachelor of Science	Bachelor's Degree	Computer Information Systems**+	1800	180	N/A	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's Degree	Business Administration**	1800	180	N/A	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's Degree	Accounting	1800	180	2/0	N/A	N/A	N/A	N/A
Associate of Arts	Academic Associate's Degree	Computer Information Systems**+	900	90	N/A	N/A	N/A	N/A	N/A
Associate of Arts	Academic Associate's Degree	Business Administration**	900	90	N/A	N/A	N/A	N/A	N/A
Associate of Arts	Academic Associate's Degree	Accounting**	900	90	N/A	N/A	N/A	N/A	N/A
		TOTAL ENROLLMENT			52/1				
TOTAL CAMPUS RETENTION		N/A		TOTAL CAMPUS PLACEMENT			N/A		

Notes: Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

* The campus opened in February 2016, so its first CAR will not be submitted until November 2016. The retention numbers as presented above represent the retention of students from the campus's opening until June 30, 2016.

** Programs with no enrollment. The campus plans to enroll students as soon there is interest. When the campus began classes in February 2016, all programs listed above were approved. Enrollment began with the master's degree level with the plan to enroll in the bachelor's and associate's degree programs as soon as there were interested prospective students. The first bachelor's degree students began October 8, 2016, two days before the team visit.

- The ACICS approved titles for these programs are "computer information systems." The catalog, all promotional materials, and information reviewed at the campus refer to these programs as "computer information sciences." Further, the California Bureau for Private Postsecondary Education has approved these programs as "computer information systems."
- # This campus offers distance education through a consortium with the American College of Commerce and Technology main campus in Falls Church, Virginia. The consortium agreement with the campus is currently pending approval by the Council.

INTRODUCTION

American College of Commerce and Technology (ACCT) in Alhambra, CA, opened in February 2016 as a branch campus of American College of Commerce and Technology in Falls Church, Virginia. Although the first full-team visit normally would occur approximately 18 months after the campus's opening, a special full-team visit was required by the Council as a condition of the institution's show-cause directive. A brief background follows:

- ACCT was founded in 2009 in Falls Church, VA, by a group of educators.
- In 2010, the campus was certified to operate as an institution of higher education in the Commonwealth of Virginia by State Council of Higher Education for Virginia (SCHEV).
- In 2011, the campus received approval to enroll veterans and also became an approved training provider of the Northern Virginia Workforce Investment Board.
- In February 2013, ACCT was authorized to enroll non-immigrant students.
- In June 2014, ACCT was denied an initial grant of accreditation by the Council as a result of the numerous findings of non-compliance during the initial grant team visit and inadequate responses to the findings.
- In April 2015, following an appeal to the ACICS Review Board of Appeals and response from the hearing, the Council awarded ACCT an initial grant of accreditation for a period of two years.
- In April 2016, ACCT in Alhambra, CA was approved as a branch of ACCT.
- In June 2016, a special visit was conducted at the main campus in response to findings by the SCHEV.
- In August 2016, the Council placed the institution on show-cause and directed staff to conduct special full-team visits to the main campus in Falls Church, VA, and to the branch campus in Alhambra, CA. The major concerns behind the Council's show-cause directive were the unresolved findings from the June 2016 special visit to the main campus, and the current uncertainty of the main campus's status with SCHEV. Should the campus lose its certificate to operate in the state of the Virginia, the campus would no longer be eligible for accreditation by ACICS, and the accreditation of its branch campus in Alhambra would be implicated in its eligibility.

Alhambra, CA, is a city of over 80,000 located in the western San Gabriel Valley region and approximately eight miles from downtown Los Angeles. It is an area with a large Asian population.

All current students are international on F1 visas, with most coming from China and India. Other countries represented are Italy, Spain, and Taiwan. The campus indicates that 60 percent of students are male and 41 percent are female, with the average age being 30. Title IV funding is currently unnecessary since all students are international. As shown in the chart above, all students are in the master's degree programs except two students who just enrolled in a bachelor's degree program.

Currently, all classes are offered on Saturdays, so there were no students or faculty scheduled to be on campus the Monday and Tuesday of the team's visit. The campus administration contacted faculty and students requesting them to come to campus to speak with the team. Ten students and four faculty members came for interviews. The team appreciated the effort made by the campus to provide for in-person communication with the students and faculty.

With the small enrollment and limited staff, many administrative and academic functions are provided by the administration at the Falls Church campus. There are weekly Skype meetings between campus directors of the branch and administrators in Falls Church to review, consult, and provide assistance needed in areas of the campus. Additionally, the assistant director is in daily contact with Mr. [REDACTED] special assistant to the president. Mr. [REDACTED] joined his father, Dr. [REDACTED] President and CEO, in August 2015 to assist the institution, particularly with its operations. Mr. [REDACTED] serves as the primary link between the branch and the main campus.

The campus director, Dr. [REDACTED] was hired in April 2016 and works at the campus on Saturdays. He reports that he is in constant contact via text and phone with the assistant director when he is not on campus.

The administrators prepared the team room with files and documents as requested and readily supplied additional information as needed; they were completely cooperative and open with the team for all requests and in all conversations. The main campus was represented by Mr. [REDACTED] and Mr. [REDACTED] consultant, during the visit.

The entire visit report is prefaced with the caveat that the campus was visited very early in its operations and hence, the team considered this information during its review and modified its evaluation accordingly. Regardless, the team still focused on ensuring that the campus is offering students a quality education in a manner which is appropriate and compliant with ACICS *Criteria* and other applicable laws and regulations, and is on track to continue developing and improving its educational offerings. In addition, it is important to note that that team reviewed the campus in regards to its currently offered credential levels (bachelor's degree, master's degree), although the campus is also approved to award academic associate's degrees. No data integrity review section is included in the report as the campus has not yet had any graduates, nor are any students currently eligible for employment after graduation, due to their F1 visa.

REPORT QUESTIONS

1. MISSION

1.01 What is the mission statement of the institution?

The mission is published on page 3 of the catalog dated October 2016, Volume 7, No.6 and is as follows, along with its goals (supporting objectives):

“ACCT’s mission is to offer affordable academic undergraduate and graduate degree and non-degree programs designed to help students develop skills and competencies to enhance their professional careers...”

The goals of ACCT are to:

- Maintain up-to-date curricula which are responsive to the current and future needs of students.
- Match expected learning outcomes to employer demands and expectations for skill development in students.
- Match student goals with appropriate programs of study.
- Employ faculty with experience in both academic and professional fields.
- Ensure affordability by tailoring scholarships, loan, grants, and financing to match the needs and circumstances of our students.
- Develop a culture of continuous improvement in the delivery of our mission.”

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?

Yes No

1.03 Are the objectives devoted substantially to career-related education?

Yes No

1.04 Are the objectives reasonable for the following:

(a) The programs of instruction?

Yes No

(b) The modes of delivery?

Yes No

(c) The facilities of the campus?

Yes No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available to the public?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-100): The mission statement is not appropriately disclosed in the campus catalog and in other publications readily available to the public. The mission statement in the campus catalog and in other promotional materials identifies the computer information systems programs as “computer information sciences”; the approved program title in records at both ACICS and the California Bureau of Private Postsecondary Education (BPPE) is “computer information systems.”

- 1.06 Describe how the campus demonstrates its commitment to successful implementation of its mission.
The campus demonstrates its commitment to successful implementation of its mission through the academically well-qualified faculty, commitment of the faculty and staff to the students, and the retention of the enrolled students.

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-110 and 3-1-111): The campus does not have a campus effectiveness plan. Prior to the visit, ACCT staff responded to the team request for a current CEP in an e-mail stating the following: "At this point we do not have enough data to create our own Alhambra campus CEP. The campus has only been in operation for two quarters and there are no graduates yet. We have been collecting the data in preparation for part II of the branch application due early next year but for the purpose of this visit we just incorporated the Alhambra students into the Falls Church CEP. ..."

- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-110 and 3-1-111): The campus does not have its own CEP; it is currently integrated in the main campus's CEP.

- 1.09 Does the CEP describe the following:
- (a) The characteristics of the programs offered?
 Yes No
 - (b) The characteristics of the student population?
 Yes No
 - (c) The types of data that will be used for assessment?
 Yes No
 - (d) Specific goals to improve the educational processes?
 Yes No
 - (e) Expected outcomes of the plans?
 Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-110 and 3-1-111): The campus does not have a CEP.

- 1.10 Are the following six required elements evaluated in the CEP:
- (a) Student retention rates?
 Yes No Not Applicable (The campus has not yet had assess this item using collected data.)
 - (b) Placement rates?

Yes No Not Applicable (The campus has not yet had any graduates.)

(c) Level of student satisfaction?

Yes No Not Applicable (The campus has not yet had assess this item using collected data.)

(c) Level of graduate satisfaction?

Yes No Not Applicable (The campus has not yet had any graduates.)

(d) Level of employer satisfaction?

Yes No Not Applicable (The campus has not yet had any graduates.)

(f) Student learning outcomes?

Yes No Not Applicable (The campus has not yet had assess this item using collected data.)

The campus does not have a CEP. At this time, the campus should be collecting and starting to analyze data in regards to student retention, satisfaction, and learning outcomes.

- 1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.

During an interview with Dr. [REDACTED] campus director, he said that measurable student learning outcomes were defined as course exams, student surveys, and the capstone digital portfolio. These are assessed by the campus directors and faculty to determine areas for improvement.

When the CEP is developed, the plan must include an explanation of each measurable student learning outcome, data collected and how the data will be used to improve the educational processes.

- 1.12 Are the following identified and described in the CEP:

(a) The baseline data for each outcome?

Yes No

(b) The data used by the campus to assess each outcome?

Yes No

(c) How the data was collected?

Yes No

(d) An analysis and summary of the data collected?

Yes No Not Applicable (The campus has not yet had any graduates.)

(e) An explanation of how the data will be used to improve the educational processes?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-110): The campus does not have a CEP to describe what data will be collected, and how, to assess each required achievement outcome.

- 1.13 What are the published annual student achievement (retention, placement, licensure if applicable) goals, and how does the campus demonstrate its ability to maintain or improve the outcomes?

The campus has no published student achievement goals.

If the campus has no placement goals as a result of having no graduates, then explain below:

The campus has no placement goals as a result of not yet having had any graduates, or a CEP.

If the campus has not published appropriate goals in its CEP or clearly demonstrated how it will maintain or improve the outcomes, insert the section number in parentheses and explain:

(Section 3-1-111): The campus does not have a CEP or noted goals for retention, placement, student learning outcomes and more.

- 1.14 Describe the specific activities that will be undertaken to meet goals established for all elements.
Specific activities have not been planned for the campus.

If the campus has no placement goals as a result of having no graduates, then explain below:
The campus has no placement goals as a result of not yet having had any graduates, or a CEP.

If the CEP does not include specific activities to meet clearly established goals, especially for student achievement, insert the section number in parentheses and explain:

(Section 3-1-111): The campus does not have a CEP or noted activities to meet goals for student achievement.

- 1.15 What documentation does the campus maintain, and that the team reviewed, to evidence the following:
(a) That the CEP has been implemented?

The campus does not have a CEP to implement.

- (b) That specific activities listed in the plan have been completed?

The campus does not have a CEP with specific activities to be completed.

- (c) That periodic progress reports have been completed?

The campus does not have a CEP with activities to be completed that can be reviewed periodically for progress.

If there was no documentation, or if insufficient documentation was available, for any item, insert the section number in parentheses and explain:

(Section 3-1-111): The campus does not have a CEP for which to maintain periodic documentation of activities and their completion.

- 1.16 Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.

An individual or committee has not yet been assigned responsibility for the implementation and monitoring of the campus' CEP.

Describe the process of implementation and monitoring utilized by the campus.

The campus does not currently have a process of implementation and monitoring of the CEP.

- 1.17 Describe the documentation that evidences that the CEP is evaluated at least annually.
The campus does not yet have a CEP to evaluate regularly.

2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog:

(a) Governance, control, and corporate organization?

Yes No

(b) Names of the trustees, directors, and/or officers?

Yes No

(c) Names of the administrators?

Yes No

2.02 Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work.

Training for administrative employees occurs through the main campus in Falls Church by telephone, online, and in-person visits. There was documentation, as well as confirmation through interviews, of faculty training through in-service programs. Training as required by the Council for the admissions staff was not documented. Much of the training is informal so it is not documented. While the informality may seem to the administrators to be effective, accreditation requires systemic planning and documentation of training.

2.03 Identify the campus administrators and list their positions and duties.

Dr. [REDACTED] campus director, is responsible primarily for academics including the hiring of faculty, mentoring of students, and managing of the faculty and librarian. Mr. [REDACTED] assistant campus director, is responsible for admissions and the day-to-day operational activities of the campus.

Do the individual(s) have sufficient time to satisfactorily perform all duties?

Yes No

2.04 Describe how the campus documents that faculty and staff members:

(a) Clearly understand their duties and responsibilities.

When hired, faculty and staff receive an employee handbook, catalog, and job description which detail their responsibilities.

(b) Know the person to whom they report.

The job description lists the employees' supervisor.

(c) Understand the standards by which the success of their work is measured.

The standard by which the success of faculty and staff's work is measured is clearly stated in their job descriptions.

2.05 Describe the documentation the administration maintains to evidence evaluation of the faculty and staff.

Although it is not time for the first annual employee evaluations, the campus plans to conduct evaluations of all employees each January, without regard to hire date. The supervisor will use the time to review performance, discuss areas for improvement, and document it using the same staff evaluation form utilized at the main campus. Job knowledge and skills, work quality, work ethic, and initiative are categories for evaluation. There is also opportunity for comments by the supervisor and verification of review with a space for employee comments, signatures of both the supervisor and the employee and the date of the evaluation. Once the evaluation is complete and the form signed, it will be placed in the employee's file.

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

- 2.07 How is the employee grievance policy communicated to faculty and staff, and where is it documented?
The grievance and anti-harassment policy is published in the employee handbook and is given as part of the new employee hire paperwork.
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
 Yes No Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Dr. [REDACTED] is responsible for financial oversight of the campus. He reports directly to Dr. [REDACTED] president and CEO, at the Falls Church main campus. Dr. [REDACTED] qualifications relevant to his financial responsibilities include an MBA degree from the Thunderbird School of Global Management and a career with IBM before shifting into the education field.
- 2.10 Describe the organization of the campus and what evidence there is that the administration of the campus is effective and efficient.
There are two full-time employees, Mr. [REDACTED] assistant director for the campus, and Mr. [REDACTED] front desk receptionist. Based on the organizational chart, Mr. [REDACTED] reports directly to Dr. [REDACTED] at the main campus. Dr. [REDACTED] campus director, also reports to Dr. [REDACTED]. Once Dr. [REDACTED] is on campus full-time, this is expected to change with Dr. [REDACTED] being responsible for the supervision of all employees at the branch campus. While the campus is small with only Saturday classes being held, the administration of the campus is effective as evidenced through file organization and through interviews with faculty and students.

3. ADMINISTRATION

- 3.01 Who is the on-site administrator, and what are this person's qualifications?
Dr. [REDACTED] is the on-site, part-time administrator working on Saturdays (when faculty and students are on campus for classes) as the campus director at the campus. Dr. [REDACTED] also administers the academic programs and teaches the capstone course. He holds a bachelor's degree in psychology from Valparaiso University, an MBA in international management from Thunderbird School of Global Management, and a PhD in organizational management from Capella University. Dr. [REDACTED] has previously been employed as a department dean, faculty member, and chief academic officer for other institutions and has more than nine years of experience in higher education. Dr. [REDACTED] plans are to continue to increase his availability as the campus's enrollment grows and expects to be fully transitioned as full-time on campus by January 2017.
- Mr. [REDACTED] campus assistant campus director, was transferred from ACCT in Fairfax in January 2016 to assume his current position for the new branch campus. In this full-time position, he is responsible for the day-to-day campus operations, including admissions. Mr. [REDACTED] holds a bachelor's degree in finance and accounting from North South University Bangladesh, a master's degree in international economics from Cardiff University in Cardiff, UK, and a master's degree in computer information systems from American College of Commerce and Technology. Mr. [REDACTED] was first hired by ACCT to

work in the admissions department while he was pursuing a master's degree. Prior to coming to the U.S. he worked in higher education both in Bangladesh and the UK.

3.02 Does the campus list degrees of staff members in the catalog?

Yes No

If Yes, is appropriate evidence of the degrees on file?

Yes No

3.03 Is there evidence that the campus keeps adequate records to support the following administrative operations:

(a) Financial aid activities?

Yes No Not Applicable (The campus does not participate in financial aid.)

(b) Admissions?

Yes No

(c) Curriculum?

Yes No

(d) Accreditation and licensure?

Yes No

(e) Guidance?

Yes No

(f) Instructional resources?

Yes No

(g) Supplies and equipment?

Yes No

(h) The school plant?

Yes No

(i) Faculty and staff?

Yes No

(j) Student activities?

Yes No

(k) Student personnel?

Yes No

3.04 Does the campus admit ability-to-benefit students?

Yes No (If No, skip to 3.09.)

3.09 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

3.10 Are appropriate transcripts maintained for all students?

Yes No

3.11 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

- 3.12 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No
- 3.13 Does the campus maintain transcripts for all students indefinitely?
 Yes No
- 3.14 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
 Yes No
- 3.15 Describe the training the campus administration provides to staff to carry out administrative functions. Documentation of online training as well as on-campus training was found in faculty and staff files. Upon hire, employees are given a handbook, catalog, and job description to assure that they know the policies and procedures of ACCT. The receipt of all new hire paperwork is documented in the personnel files. With the small size of the campus, informal training also takes place on a daily basis.
- 3.16 Describe how effective recordkeeping is at the campus. The faculty and student files were complete and well-organized. However, more attention to detail is needed as is reflected in this report. There were missing signatures and out-of-date data sheets. The data sheets were corrected while the team was on site.

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation? The team reviewed 33 current student files. These files represented all students who enrolled last quarter and are matriculating in the current quarter. Additionally, two dropped students' files were also reviewed.
- 4.02 How does the campus ensure that its student relations reflect high ethical standards? All the students up until the current quarter have been enrolled in the master's degree programs. October 8, 2016 was the beginning of the current quarter and 19 new students were enrolled. Two of those students were in the bachelor's degree program in accounting. Students interviewed by the team were all extremely happy with the campus. Additionally, students reported complete satisfaction with the information that they were given during the admissions process.
- 4.03 Describe the admissions criteria. The catalog lists three admissions policies – one for international students, one for traditional domestic students, and one for graduate students. These are listed on pages 23, 26, and 58 of the catalog. Undergraduate admissions requirements are as follows: complete an application, submit an application fee, and submit proof of graduation (either a high school transcript or an attestation). International graduate students must also submit a form of identification, i.e., a passport, proof of holding a bachelor's degree from an entity approved by the secretary of the U.S. Department of Education or from a foreign university if the transcript was evaluated by an approved AACRAO agency, an affidavit of support and

- [REDACTED]

Students who did not initial their enrollment agreement and did not sign their application for admissions were:

- [REDACTED]
- [REDACTED]

How does the campus evidence that a copy of the agreement has been provided to the student?
The campus does not evidence that a copy of the agreement has been provided to the student.

If there is no evidence that a copy has been provided to the student, insert the section number in parentheses and explain:

(Section 3-1-414): The team could not verify that the campus provided a copy of the enrollment agreement to the student. The enrollment agreement currently does not have an item nor this there a separate acknowledgment which the student can sign to indicate that he/she has received a copy of the agreement.

- 4.10 Who is responsible for the oversight of student recruitment at the campus, and what are this person's qualifications?

Mr. [REDACTED] is responsible for the student recruitment for this campus. Mr. [REDACTED] was transferred from ACCT in Fairfax to assume his current position for the new branch campus starting in January 2016. In this full-time position he is responsible for day-to-day campus operations, including admissions. As previously noted, Mr. [REDACTED] holds a bachelor's degree in finance and accounting from North South University Bangladesh, a master's degree in international economics from Cardiff University in Cardiff, UK, and a master's degree in computer information systems from American College of Commerce and Technology. Mr. [REDACTED] was hired by ACCT to work in the admissions department while he was pursuing a master's degree. Prior to coming to the U.S. he worked in higher education both in Bangladesh and the UK.

- 4.11 Describe the recruiting process for new students.

The campus advertises in a local chamber of commerce newspaper, but most of their students are a result of word-of-mouth referrals from other students. Once an individual expresses an interest in the campus, he/she is invited to the campus and interviewed by Mr. [REDACTED]. The student then must submit all of the proper paperwork and all students at this campus who are from outside of the U.S.A. need F1 visas. In the new group of students that were recently enrolled, all but two of them are in the master's degree programs. Orientation is held at the beginning of each quarter.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes No

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following:

(a) Courses and programs?

Yes No

(b) Services?

Yes No

(c) Tuition?

Yes No

(d) Terms?

Yes No

(e) Operating policies?

Yes No

If *Yes*, describe how communication to students of the above items is documented:

The enrollment agreement is inclusive of many facets of the information passed to students in the enrollment process. Students verified with the team that the information given to them in the interview process was complete and accurate.

4.13 How does the campus supervise its recruiters to ensure that their activities are in compliance with all applicable standards?

The campus is not currently able to evidence how it supervises its recruiters to ensure that their activities are in compliance with all applicable standards.

If the institution does not maintain this documentation, insert the section number in parentheses and explain:

(Section 3-1-412(f)): The campus and institution had no documentation to evidence that it supervises its admissions person, Mr. [REDACTED] to ensure that the admissions activities are in compliance with all applicable standards. While Mr. [REDACTED] had several records of Lynda trainings in his file, there is no correlation between many of these trainings and the admissions process or product information about the campus, or applicable standards. No performance review for his admissions function was evidenced in his file.

4.14 Describe how the institution maintains documentation that demonstrates that it systematically monitors its recruitment activities (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).

(Section 3-1-412(a)): As mentioned above, there is no evidence that the campus and institution maintain any documentation that demonstrates that it regularly monitors its recruitment activities.

4.15 Has the campus developed and demonstrated implementation of a recruitment training plan that allows for sufficient monitoring and oversight?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-412(a)): The campus has no recruitment training plan for its admissions personnel, to include sufficient monitoring and oversight, that the team could review.

- 4.16 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes No

- 4.17 Does the state in which the campus operates require representatives to be licensed or registered?

Yes No

- 4.18 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

- 4.19 Who makes the final decisions regarding financial aid eligibility, packaging, awarding, and disbursement, and what is their experience?

The campus does not currently participate in financial aid programs, so there is not an individual appointed to make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement.

Is this person someone other than recruitment and enrollment personnel?

Yes No Not Applicable (The campus does not participate in financial aid.)

- 4.20 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:

Ms. [REDACTED] who is located at the Falls Church main campus, is responsible for the evaluation and determination of of transfer of credits. The catalog explains the procedures; students must submit official transcripts to the institution, and the evaluation of the transfer includes a review of the description, credits, and grade of each course. Undergraduate courses must have a grade of "C" or higher, and graduate courses must have a grade of "B" or better to be considered for transfer.

- 4.21 Does the campus publicize its transfer of credit policies, including policies related to accepting transfer credit from another campus?

Yes No

- 4.22 Has the campus established articulation agreements with other institutions?

Yes No (Skip to 4.23 for Master's Degree Programs or 4.24 for all programs.)

FOR MASTER'S DEGREE PROGRAMS ONLY

- 4.23 What is the maximum permissible number of transfer credits into the program?

The catalog states, and the staff on site and at the main campus stated, that the policy is that 18 quarter credit hours could be accepted for transfer into the master's degree programs.

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress (SAP) policy, in its entirety, published in the catalog?

Yes No

If *Yes*, state the page number(s) where the standards of SAP policy is published.

Undergraduate SAP policy is listed on pages 27-29 and the graduate SAP policy is listed on pages 60-62 of the current catalog.

4.25 Does the standards of SAP policy published in the catalog contain the following:

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length?

Yes No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame?

Yes No

(c) Procedures for re-establishing satisfactory academic progress?

Yes No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals?

Yes No

Incomplete grades?

Yes No

Repeated courses?

Yes No

Non-punitive grades?

Yes No Not Applicable (not offered)

Non-credit or remedial courses?

Yes No Not Applicable (not offered)

A warning status?

Yes No Not Applicable (not used)

A probationary period?

Yes No

An appeal process?

Yes No

An extended-enrollment status?

Yes No Not Applicable (not offered)

The effect when a student changes programs?

Yes No Not Applicable (The campus only offers one program of study.)

The effect when a student seeks to earn an additional credential?

Yes No Not Applicable (The campus only offers one program.)

The implications of transfer credit?

Yes No

- 4.26 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.
The team found in the student files reviewed evidence of SAP reviews. Student files contained notifications to the students of their SAP status.
- 4.27 Are students who are not making satisfactory academic progress properly notified?
 Yes No Not Applicable (No students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?
 Yes No Not Applicable (All programs are less than two years.)
- 4.30 Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?
 Yes No Not Applicable (All programs are less than two years.)
- The campus has only had students enrolled at the master's level for three quarters and just recently enrolled its first bachelor's degree students. Thus, the second year of a program has not yet been offered, and the campus does not participate in Title IV student financial aid programs.
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning or probation status?
 Yes No Not Applicable (The campus does not participate in financial aid.)
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, have eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?
 Yes No Not Applicable (There are no such students.)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (The campus does not have extended enrollment and/or does not participate in financial aid. *Skip to 4.37.*)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No

- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Ms. [REDACTED] the institution's registrar at the Falls Church campus, is responsible for the administration of SAP. Ms. [REDACTED] has been the registrar at this campus for about a year and a half. She reviews all students at the California campus at the end of each quarter, checking their CGPA and their time frame to ascertain SAP. Ms. [REDACTED] holds a bachelor's degree in business from Strayer University. She has held several administrative support positions during her career.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?

Yes No

- 4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

The campus has a very caring set of faculty members that are willing to meet with the students at their convenience, so tutoring is readily available at student request.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?

Yes No

- 4.40 Does the campus finance any of the following: (Mark all that apply.)

(a) Scholarships?

(b) Grants?

(c) Loans?

(d) The campus does not offer scholarships, grants, and/or loans. *(Skip to 4.42.)*

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship, and grant programs in its catalog?

Yes No

- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes No

- 4.43 Are tuition and fees clearly stated in the catalog?

Yes No

If Yes, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

- 4.44 Do the financial records of students clearly show the following:

(a) Charges?

Yes No

(b) Dates for the posting of tuition?

Yes No

(c) Fees?

Yes No

(d) Other charges?

Yes No

(e) Payments?

Yes No

(f) Dates of payment?

Yes No

(g) The balance after each transaction?

Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes No Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)

4.46 Is the campus's refund policy published in the catalog?

Yes No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes No

4.48 Describe the documentation to evidence that the campus is following its stated refund policy.

The team reviewed the files of the two students who withdrew in the last quarter, and neither student was due a refund, but calculations were completed to verify that the student did not qualify for a refund.

4.49 Does the campus participate in Title IV financial aid?

Yes No (Skip to 4.54.)

4.54 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes No (Skip to 4.55.)

4.55 The beginning enrollment on the most current Campus Accountability Report (CAR) is N/A.

The ending enrollment reported on the previous year's CAR is N/A.

4.56 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

4.57 Describe the process by which students who receive financial aid are counseled concerning their student loan repayment obligations.

Not Applicable (The campus does not participate in financial aid.)

FOR MASTER'S DEGREES ONLY

4.58 Do all students enrolled in master's degree programs possess a bachelor's degree?

Yes No

4.59 Describe the techniques used by the institution to evaluate applicants' qualifications to benefit from graduate study.

The campus requires that the student applying for a master's degree program have a bachelor's degree from an institution in the U.S. that is accredited by an agency recognized by the U.S. Department of Education or received the degree from a foreign university that is recognized by the AACRAO EDGE database.

5. EDUCATIONAL ACTIVITIES**FOR ALL PROGRAMS**

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Dr. [REDACTED] administers the academic programs at the campus; he is also responsible for the capstone course. As noted previously, Dr. [REDACTED] holds a bachelor's degree in psychology from Valparaiso University, a MBA in international management from Thunderbird School of Global Management, and a PhD in organizational management from Capella University. Dr. [REDACTED] has more than nine years of experience in higher education as a department dean, faculty member, and chief academic officer. He is qualified to administer the academic programs.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The campus makes provisions for the program administrators to have sufficient authority and responsibility for the administration and development of the programs. Responses from the team's interview with Dr. [REDACTED] indicated that he and Mr. [REDACTED] are involved with the hiring of faculty, faculty evaluations, holding of faculty meetings, curriculum development, student advising and the academic administration of all the programs.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes No

- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas:
- (a) Development of the educational program?
 Yes No
 - (b) Selection of course materials, instructional equipment, and other educational resources?
 Yes No
 - (c) Systematic evaluation and revision of the curriculum?
 Yes No
 - (d) Assessment of student learning outcomes?
 Yes No
 - (e) Planning for institutional effectiveness?
 Yes No
- 5.08 Is there evidence that this policy has been adopted and that faculty members are aware of it?
 Yes No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
 Yes No (*Skip to 5.10 for renewal of accreditation. Skip to 5.12 for initial grants.*)

FOR RENEWAL OF ACCREDITATION ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?
 Yes No (*Skip to 5.12.*) Not Applicable – Special Visit

FOR ALL CAMPUSES

- 5.12 Are the educational programs consistent with the campus's mission and the needs of its students?
 Yes No
- 5.13 How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs?
The team reviewed faculty meeting minutes and interviewed Dr. [REDACTED] and faculty to verify the involvement of students and faculty in the formation of policies and design of educational programs. The involvement occurs through collection of feedback informally from students, through Dr. [REDACTED] open-door communication with students and faculty, end of course student survey results, and faculty meeting discussions. The campus regularly coordinates with the ACCT main campus for guidance and has plans to begin an advisory board in November 2016.
- 5.14 What provisions are made for individual differences among students in the learning environment?
Provisions made for individual differences among students in the learning environment include: additional academic support with individualized tutoring by instructors, as needed, online YouTube tutorials, and the use of a variety of teaching methods and class assignments to cater to different learning styles. The team found through interviews that the campus plans to hire a Chinese speaker to assist with some cultural or language barriers that students may encounter.
- 5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum.

The system utilized by the campus to evaluate, revise, and make changes to the curriculum includes the use of feedback from students and faculty communicated to the assistant campus director and campus director. The campus gathers feedback from end-of-course surveys from students and faculty meetings. Dr. [REDACTED] communicates with the main branch campus regarding systematic changes, revisions, and evaluations of curriculum.

5.16 Does the faculty participate in this process?

Yes No

5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?

(Section 3-1-516(a)(i)): The campus does not appropriately convert contact hours to credit hours. The academic credit analysis (ACA) identifies only lecture hours in all programs. However, the team perceived that there are externship components in the cooperative education courses (ACC399, ACC590, BUS590, and CIS590) offered in the undergraduate and graduate programs at the campus. The descriptions for these courses state, "This course is a three-way partnership among student, employer, and [the campus]. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience." Re-calculation of credit hours based on the appropriate attribution formula for courses with externship components will change the credits awarded for the course.

Additionally, there are three courses offered at the graduate level – ACC590 (1-6), Cooperative Graduate Education in Accounting; BUS590 (1-6), Cooperative Graduate Education in Business Administration; and CIS590 (1-6), Cooperative Graduate Education in Computer Information Sciences – which are described in the catalog as "... a continuation of the [ACC/BUS/CIS] 590 course." Students are able to take this course upon completion of the required initial 4.5 credit cooperative graduate education course described in the previous paragraph. Essentially, if the student continues to work, s/he is then awarded one credit per term, up to six additional terms. The ACC590 (1-6), BUS590 (1-6), and CIS590 (1-6) courses are not identified on the ACAs or mentioned in program descriptions and, consequently, have not been appropriately measured. Therefore, the campus cannot demonstrate how these courses had been calculated into each graduate program's total contact and credit hours.

5.18 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?

Yes No *(If No, skip to 5.19.)*

If Yes, summarize the methods used for evaluating subject competency and awarding such credit.

The team reviewed the Life Experience or Advanced Standing Application Form and interviewed the special assistant to the president, Mr. [REDACTED]. The anticipated method to be used for evaluating and awarding prior life experience credit is a four step portfolio process which includes: 1) determination of eligibility of student, 2) investigation of experience, 3) determination of acquired learning to be credited, and 4) awarding of the credit.

Does the campus have an established systematic method for evaluating and awarding such academic credit to which the campus adheres?

Yes No

If *Yes*, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes No Not Applicable (No student has made such a request.)

5.19 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

5.20 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, or if all general education courses must be transferred in, skip to 5.21.)

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

5.21 Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.

There was documentation in faculty files of receipt of a faculty handbook that provides detailed information regarding the expectations for classroom management, teaching duties, faculty plan development, and faculty governance. All current faculty files also contained documentation for an in-service titled "Interactions Teachers-Student Training. Instructors confirmed that the campus is supportive of their teaching styles and selection of course learning materials, and encourages them to provide suggestions for improvement and improve themselves through professional growth.

5.22 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

5.23 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes No

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

(Section 3-1-542): The campus does not maintain documentation of official transcripts for all qualifying credentials for faculty. Dr. [REDACTED] file contained only copies of transcripts for his credentials as listed in the catalog, and which qualify him to currently teach the capstone and cooperative graduate education courses in the computer information systems (CIS), accounting (ACC) and business administration (BA) programs. His official transcripts documenting his PhD degree in organizational management and his MBA

degree are housed at the Falls Church main campus.

- 5.24 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential 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 to credentials awarded by institutions in the United States?
 Yes No Not Applicable (No faculty members hold foreign credentials.)

- 5.25 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No

If Yes, how is this documented?

The team reviewed faculty files and found in each file a 2016 faculty development schedule. The campus has scheduled three in-services programs for 2016 dated February 20 (completed), October 22 (planned), and December 10 (planned). The in-service training schedules are determined by the campus director. The February 2016 in-service training was documented by certificates in faculty files, and was confirmed during interviews with faculty.

- 5.26 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes No

- 5.27 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes No

- 5.28 Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.

The process used by the campus to determine if there is an adequate core of full and part-time faculty includes mandatory services and incentives like in-service trainings, faculty evaluations, academic freedom, provision of instructional resources, professional development and growth. Dr. [REDACTED] described the additional benefits that faculty may have of receiving financial awards for professional research, writing, and presentations, as described on page 42 of the employee handbook. The most recent school catalog explains employee educational benefits that are offered to employees. All of these activities and benefits promote retention of faculty to ensure continuity of the educational programs

- 5.29 Describe the contracts and/or agreements the campus has with other institutions or entities.

The campus does not have any contracts or agreements with other institutions or entities at this time.

Do the contracts and/or agreements comply with all requirements of the applicable criteria, including disclosure in the catalog?

Yes No Not Applicable

FOR BACHELOR'S DEGREES ONLY

- 5.36 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
 Yes No
- 5.37 Summarize the general education courses and describe whether they meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation.
The general education courses offered for the bachelor's level programs at the campus include: ENG110 English Composition, ENG200 Research and Writing, MAT100 College Algebra, MAT130 Descriptive Statistics, POL350 Contemporary International Problems, and POL400 Geopolitics. The general education courses in the humanities, social sciences, sciences, and mathematics areas meet the standards as outlined in the glossary.
- 5.38 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

FOR ALL PROGRAMS

- 5.39 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, and student orientation.
The student services offered by the campus includes individualized tutoring from the faculty, online training for library services, and an online and on-ground orientation and tour. The students receive guidance and support from Mr. [REDACTED] the assistant campus director.
- 5.40 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
The campus does not currently have a designated staff person for the oversight of counseling of students on employment opportunities. The team reviewed 33 student files and all students are currently on an F-1 visa, and do not qualify for employment in the United States at this time. There is a plan for the librarian to also adopt the job responsibilities of employment assistance/career services as is done at the Falls Church main campus.
- 5.41 How does the campus ensure that employment assistance is offered to all students?
The campus does not currently offer employment assistance since all students are on F-1 visas and they do not qualify for employment after graduation. The campus does have a plan to follow the model at the main campus with the librarian being responsible for career services, including assisting students with resume writing, mock interviews, job search, guest speakers, and job fairs.
- 5.42 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?
 Yes No Not Applicable (There have been no graduates.)

If *Not Applicable*, explain:

The campus began operations in February 2016, and has not yet had any graduates.

5.43 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No

5.44 Describe the extracurricular educational activities of the campus (if applicable).
The campus has no current participation in extracurricular activities at this time.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus. (Include details such as campus location, square footage, distribution of space, parking situation, and any other pertinent information.)
American College of Commerce and Technology occupies 6,600 feet on the 4th floor of an attractive office building located in Alhambra, California. The space was previously designed for a fashion school and is bright and cheerful with a wide central hallway, windows in most classrooms, and walls decorated with artwork reminiscent of the previous occupants. There is an attractive reception area, three lecture rooms, one computer room, a small library, a large multi-purpose room, administrative offices, and a file room. A large bulletin board in the hallway provides a space for the class schedule, news, and telephone numbers and e-mails for administrators, academic directors and program leads. Ample parking is available for \$3 per day and there is access to nearby public transportation.

6.02 Does the campus utilize any temporary additional space locations?
 Yes No

6.03 Does the campus utilize learning sites?
 Yes No

6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?
 Yes No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites):

(a) Equipment?

Yes No

(b) Instructional tools?

Yes No

(c) Machinery?

Yes No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
 Yes No Not Applicable

GENERAL COMMENTS:

The facility is adequate for the current student enrollment and there is room for growth; with classes now offered only on Saturday, there is room for expansion through scheduling. Also, the administration reports that there is additional space within the building for expansion if ever needed.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)

The catalog used during the evaluation was the American College of Commerce & Technology 2016 Catalog, Volume 7, No. 6, for October 2016.

7.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?

Yes No

7.03 Does the catalog contain the following items:

(a) A table of contents and/or an index?

Yes No

(b) An indication of the year(s) for which the catalog is effective on the front page or cover page?

Yes No

(c) The names and titles of the administrators?

Yes No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation?

Yes No

(e) A statement of accreditation?

Yes No Not Applicable (initial applicant)

(f) A mission statement?

Yes No

(g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?

Yes No

(h) An academic calendar?

Yes No

(i) A full disclosure of the admission requirements?

Yes No

(j) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum?

Yes No

(k) A description of each course that includes the identifying number, a title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites and/or corequisites?

Yes No

- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript?
 Yes No
- (m) A definition of the unit of credit?
 Yes No Not Applicable (The campus does not award credit.)
- (n) A complete explanation of the standards of satisfactory academic progress?
 Yes No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?
 Yes No
- (p) The transfer of credit policy?
 Yes No
- (q) A statement of the tuition, fees, and any other charges?
 Yes No
- (r) A complete and accurate list of all scholarships, grants, and/or loans offered?
 Yes No Not Applicable (No scholarships, grants, or loans are offered.)
- (s) The refund policy?
 Yes No
- (t) A statement describing the student services offered?
 Yes No
- (u) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog) ?
 Yes No Not Applicable (initial applicants only)

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-701 and Appendix C): The catalog does not contain an accurate description of the master's degree awarded in computer information systems because it does not reflect the approved name of the computer information systems programs. The catalog indicates that all levels of the CIS programs are instead titled "Computer Information Sciences." The campus provided a detailed explanation and history to the team as to how the ACCT institution has been trying to modify the name of the program from "Systems" to "Sciences" with the State Council of Higher Education for Virginia (SCHEV) since July 2015, which is required prior to application to ACICS. However, the modification hasn't yet been acknowledged by SCHEV to precede application to ACICS, and the institution is offering the programs under the name "Computer Information Sciences."

In addition, the catalog lacks some details for elective courses. The program description for the bachelor's degree in accounting program indicates that students will have to take 8 courses (36 credits), as selected in consultation with an academic advisor, as a program requirement. The pool of courses from which students may pick an elective course is not provided. However, there are a multitude of courses in the course description section of the catalog that are not designated to any particular program. So, it is not clear if students can choose from any elective courses available (as prerequisites noted allow for), regardless of the student's program of study. The extra courses, listed within the course description section, that are in the accounting and general education fields include:

- ACC290 Cost Accounting;
- ACC302 Accounting Information Systems;
- ACC399 Cooperative Education in Accounting;

- ACC495/496/497/498 CPA Review I/II/III/IV;
- ENG105 Oral Communication;
- ENG310 Business Communications;
- HUM360 Roman Life, Culture and Language;
- HUM365 Asian Studies;
- HUM370 Middle East Studies;
- HUM380 African Studies;
- HUM390 Philosophy;
- HUM490 Special Topics in Humanities I;
- HUM491 Special Topics in Humanities II;
- MAT200 Pre-calculus;
- MAT300 Calculus;
- MAT350 Inferential Statistics;
- POL100 Introduction to Political Science;
- POL250 Contemporary US History;
- PSY200 Psychology and Mental Health Theory; and
- SCI295 Special Topics in Science and Technology.

The graduate programs section of the catalog includes several additional, unassigned courses in the course descriptions, as well. They are:

- CIS581 Digital Transformation;
- CIS583 Current Issues in Management Information Systems;
- CIS585 Compiler Designs and Constructions;
- CIS590(1-6) Cooperative Graduate Education in Computer Information Sciences (continuation, 1 credit);
- CIS592 Special Topics in Information Technology;
- CIS593 Special Topics in Data Mining and Data Warehousing;
- CIS596 Interactive Computer Graphics;
- ECO560 International Economics; and
- HCM574 Managed Care and Reimbursement Systems.

Several courses listed in the graduate degree program concentration component groups are also missing from the course descriptions in the catalog. They are:

- FIN503 International Finance;
- FIN510 Money, Banking, and Finance;
- HCM585 Healthiness and Wellness;
- BUS597 Statistical Analysis of Business Programs;
- CIS543 Telecom. Found Mathematics;
- MGT502 Systems and Business Analysis;
- MGT503 Project and Process Analysis
- MGT505 PMP Hands-on Practical; and
- MGT598 Project Management.

Finally, the catalog does not fully disclose admissions requirements for the master's degree in accounting program. The catalog indicates, under graduate admissions requirements, that "Students who have not

completed the equivalent of a bachelor's degree in a closely related field may be required to complete prerequisite courses to assure readiness for the graduate program." While these program-prerequisite/admissions-required courses are disclosed in the catalog for the MBA and master's degree in computer information systems programs, they are not disclosed for the master's degree in accounting program.

7.04 Does the campus offer degree programs?

Yes No

If *Yes*, does the catalog contain the following:

(a) An explanation of the course numbering system (for all levels)?

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only)?

Yes No Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only)?

Yes No Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only)?

Yes No Not Applicable

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-701 and Appendix C): The bachelor's degree in accounting program does not identify the appropriate amount of courses that satisfy the concentration requirements for a bachelor's degree program. Bachelor's degree programs are to include 90 quarter hours within the area of concentration; the program includes 31.5 quarter credits of professional core component courses, and 54 credits of major component courses, which only add up to 85.5 quarter credits in the area of concentration.

7.05 Does the campus offer courses and/or programs via distance education?

Yes No (If *No*, skip to 7.06.)

If *Yes*, does the catalog contain the following:

(a) A description of each mode of delivery used for distance education courses?

Yes No

(b) Any additional or different admissions requirements for students taking distance education courses?

Yes No Not Applicable (There are no additional or different admissions requirements.)

(c) A description of any tests used to determine access to distance education?

Yes No Not Applicable (No additional tests are given.)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction?

Yes No

(e) Costs and fees associated specifically with distance education?

Yes No Not Applicable (There are no additional costs and fees.)

7.06 Is the catalog updated at an appropriate interval? (An addendum/supplement should not be used as a substitute for meeting this expectation.)

Yes No

7.07 Does the catalog contain an addendum/supplement?

Yes No (If No, skip to 7.08.)

If yes, describe the addendum/supplement content.

The campus created a temporary addendum to include revisions and clarifications for the catalog, as per the team's notation of potential concerns, to be incorporated into a revised catalog by the end of ACICS's visit to the American College of Commerce & Technology main campus in the same week.

(a) Does the addendum/supplement include the school name and location and the effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(b) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?

Yes No (If No, skip to 7.09.)

If Yes, does it match the hard copy version?

Yes No

If No (the online version does not match the hard copy version), insert the section number in parentheses and explain:

(Section 3-1-701 and Appendix C): The catalog online does not match the hard copy version. The ACCT institution has a catalog on the website's main page that is applicable to both campuses, as well as a catalog on the California campus web page that is also applicable to both campuses. The catalog posted on the main page is Volume 7, No. 5 for August 2016, and the catalog on the California campus page is Volume 7, No. 6 for October 2016. The current hard copy catalog is Volume 7, No. 6 for October 2016.

7.09 Does the campus utilize a multiple-school catalog?

Yes No (If No, skip to 7.10.)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes No

(b) Are all photographs properly labeled to identify the location depicted?

Yes No

(c) Are faculty and staff properly identified with respect to the campus to which they belong?

Yes No

7.10 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-703 and Appendix C): The campus's advertising and website do not follow Council standards. The team reviewed an advertisement used in a local newspaper that has the statement "Nationally accredited by ACICS," which is not one of the options for disclosure of accreditation status as per the *Accreditation Criteria*. The advertisement and the institution's website also identify the computer information systems programs as "Computer Information Sciences," a program name change which has not been applied for or approved by ACICS, as noted above. Lastly, the website has a few discrepancies in its programs of study page – each of the master's degree programs are noted as consisting of 54 credits and 528 hours of classroom instruction when the programs are 540 contact hours each. The bachelor's degree in accounting program is listed as having 27 credits of core component courses (6 courses), 54 credits of major component courses (12 courses), 54 credits of general studies courses (12 credits), and 40.5 credits of elective courses (10 courses). The catalog indicates that the program is composed of 31.5 credits of core courses (7 courses), 54 credits of major component courses (12 courses), 58.5 credits of general studies courses (13 courses), and 36 credits of elective courses (8 courses). Consequently, the listing of program courses in the catalog differs from the listing of courses and the total number of credits (website – 175.5, catalog – 180) on the website for the bachelor's degree in accounting program.

7.11 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?
 Yes No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises online through the institutional website, on Facebook, and with an advertisement in the local newspaper.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
 Yes No (If No, skip to 7.14.)

7.14 Does the campus utilize services funded by third parties?
 Yes No (If No, skip to 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
 Yes No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
 Yes No Not Applicable (The campus does not participate in financial aid.)

7.17 What campus and program performance information does the campus routinely provide to the public, and does it match the most recent CAR?
As the campus hasn't yet had to submit a CAR, it does not have performance information to disclose to the public. There is information regarding the retention and placement information for the main campus, as reported on the CAR, provided to the public.

Where is this information published, and how frequently is this information being updated?
This information is published on the institution's website and is being updated annually.

FOR MASTER'S AND DOCTORAL DEGREES ONLY

- 7.18 Does the catalog have a separate section describing the following:
- (a) Program requirements?
 Yes No
 - (b) Admission procedures?
 Yes No
 - (c) Transfer policies?
 Yes No
 - (d) Graduation requirements?
 Yes No
 - (e) Regulations?
 Yes No
 - (f) Course descriptions?
 Yes No

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

- 8.01 Has the campus developed an adequate base of library resources?
 Yes No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at non-main campuses?
 Yes No
- 8.03 Describe the training and support to faculty and students that the campus provides in utilizing library resources as an integral part of the learning process.
The team interviewed Dr. [REDACTED] director of online programs, and observed how the library training is set-up and provided to the students and faculty. The students and faculty receive training through a self-directed online video that includes a small competency assignment and test.
- 8.04 Are adequate staff provided to support library development, organization of the collection, and access of library resources?
 Yes No
- 8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The campus has developed continuous assessment strategies for resources and information services through the use of surveys from students, faculty, and staff meetings; collaborations with the main campus; and a plan to engage an advisory board of community members in November 2016. The campus seeks to use feedback and information to further develop the library resources and services.

Are these methods appropriate?

Yes No

8.06 Describe the training process for the library staff.

As the campus was just started in February 2016 and the current librarian, Ms. [REDACTED] is a qualified librarian with experience in the public library system, Ms. [REDACTED] is currently developing the library training process for future additional library support staff, and is building the library. The students are currently in class only on Saturdays and the librarian is the only needed staff at this time. The campus plans to further develop the training process for additional library staff when needed. Ms. [REDACTED] received additional assistance and guidance from the main campus librarian, Ms. [REDACTED].

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

8.08 What is the mount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$1,760.00.

8.09 What portion of the current year's library budget has been spent?

The portion of the current year's library budget that has been spent is \$292.00.

How has the money been allocated?

The money has been allocated to the purchase of hardcopy books for all of the programs.

8.10 Describe the process of including the faculty in selection of library resources.

The process used by the campus to include faculty in the selection of library resources has been primarily through an e-mail outreach from the librarian, prior to the beginning of each quarter, to all faculty regarding any library resources that will be needed. The campus also has a library material request form that faculty, students, and staff may submit to the librarian to suggest and request purchases. The librarian will then submit the requests to Dr. [REDACTED] for final approval of purchases.

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

The team interviewed faculty, students, and Dr. [REDACTED] and reviewed course syllabi to find that student usage of the library resources is encouraged through the assigned requirements for projects and

portfolios in the classes. The students state that they must have references in the assignments from the online library resources.

Are these methods appropriate?

Yes No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes No Not Applicable (no interlibrary agreements)

8.16 Summarize any full-text online collections available to students.

The team reviewed the full-text online collections that are available to students through a demonstration from a current student. The student showed the access to the online library resource center and the PROQUEST database that included subscriptions to business, information technology, general interest periodicals, journals, and e-books.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?

Yes No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who supervises and manages the library on-site, and what are this person's qualifications?

The on-site library is supervised and managed by the campus librarian, Ms. [REDACTED] Ms. [REDACTED] holds a master's degree in library and information science from San Jose State University and a bachelor's degree in psychology from California State University, Los Angeles. She currently works at the Los Angeles Public Library as a reference librarian. Ms. [REDACTED] has been employed part-time with the campus since July 2016 and is a member of the American Library Association (ALA).

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes No

(c) Assist students in the use of instructional resources?

Yes No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes No

8.21 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES), the American Association of Collegiate Registrars and Admission Officers (AACRAO), or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes No Not Applicable (Library staff do not hold foreign credentials.)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes No

The librarian was hired recently, in July 2016, and has a professional growth plan that includes two upcoming professional growth activities in October and November for Frontline Standard and Frontline Professional, which are online library trainings. She is also a member of the ALA, and is currently working in a public library.

8.23 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?

The team observed posted library hours as 10 a.m. to 4 p.m. on Saturdays, when classes meet. Ms. [REDACTED] oversees the library during these times and students have access to the online library 24 hours a day.

8.24 Are the hours the library is open adequate to accommodate the needs of all students?

Yes No

8.25 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes No

FOR MASTER'S AND DOCTORAL DEGREES ONLY

8.36 Who supervises and manages the library on-site, and what are this person's qualifications?

As previously mentioned, the on-site library is supervised and managed by the campus librarian, Ms. [REDACTED]. Ms. [REDACTED] holds a master's degree in library and information science and a bachelor's degree in psychology. She currently works at the Los Angeles Public Library as a reference librarian and has been employed part-time with the campus since July 2016.

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes No

(c) Assist students in the use of instructional resources?

Yes No

8.37 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes No

8.38 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes No Not Applicable (Library staff do not hold foreign credentials.)

8.39 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?

Yes No

8.40 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?

Yes No

8.41 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?

As noted previously, the team observed posted library hours as 10 a.m. to 4 p.m. on Saturdays, when classes are held. Ms. [REDACTED] oversees the library during these times and students have access to the online library 24 hours a day.

8.42 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and aid in the use of the library technologies and resources?

Yes No

8.43 Do the library holdings 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?

Yes No

8.44 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?

Yes No

8.45 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?

Yes No

- 8.46 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level

The team reviewed library resources that included a resource list and evidence of the ProQuest database that students access through the Moodle LMS. The campus provided the team a demonstration of the student Moodle dashboard. The dashboard had several resources for students to utilize, such as Lynda.com, APA reference resources, and tutorials on how to do research and support for the graduate level, to gain a better understanding of how to conduct scholarly research.

9. PROGRAM EVALUATION

Master's degree in Business Administration

Master's degree in Accounting

Bachelor's degree in Accounting

FOR ALL PROGRAMS

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes No (If No, skip to 9.02)

- 9.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?

Dr. [REDACTED] campus director, administers the business administration and accounting academic programs at the campus. Dr. [REDACTED] holds a bachelor's degree in psychology from Valparaiso University, an MBA in international management from Thunderbird School of Global Management, and a Ph.D. in organizational management from Capella University. Dr. [REDACTED] has previously been a department dean, faculty member, and chief academic officer and has more than 9 years of experience in higher education. His current position at the campus is part-time administrator and faculty member; he teaches the capstone course. Dr. [REDACTED] is qualified to administer the academic programs.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

- 9.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

The team interviewed Dr. [REDACTED] and verified that he has adequate time to administer the programs and has sufficient authority for the on-going development of the program. He currently splits his time between program oversight and teaching the capstone courses. A signed job description is in his personnel file details the duties and responsibilities of the position.

- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

The campus has been in operation for less than a year and hasn't yet been required to submit a CAR.

9.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes

If *Yes*, list the community resources and describe how they enhance student achievement and potential career opportunities.

The campus opened in February 2016 and has recently started utilizing community resources. A community resources binder showing information about an upcoming student seminar featuring a successful business woman was provided. Her topic for the presentation will be "Entrepreneurship: Keys to building a successful small business" and is scheduled for October 29, 2016. Additionally, there is a seminar scheduled for November 2016.

9.08 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-703 and Appendix C): The 2016 campus catalog, Volume 7, No. 6 for October 2016, and the campus website offer conflicting information regarding course instruction hours for the master's degree programs in BA and ACC. The catalog lists the master's programs as 540 course instruction hours while the website lists the master's programs as 528 course instruction hours. Also, the bachelor's degree in accounting program does not match up from the website to the printed 2016 catalog in regards to the number of each type of courses required. The program delineation on the website indicates that the core component of the program is 27 credits (6 courses), whereas the catalog indicates that it is 31.5 credits (7 courses); the website states that the general studies courses are 54 credits (12 courses), whereas the catalog indicates it is 58.5 credits (13 courses); and the website indicates that the students take 40.5 elective credits (10 courses), whereas the catalog indicates that students choose 36 elective credits (8 courses). Both program maps state that students take 54 credits of major component courses (12 courses). Therefore, the website indicates that the program is a total of 175.5 credits, whereas the catalog, and the academic credit analysis, indicates that it is 180 credits.

9.09 Does the program include an externship?

Yes No (If No, skip to 9.10.)

9.10 Does the program use independent studies?

Yes No (If No, skip to 9.12.)

- 9.12 Are the **curriculum** and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(b)): The prerequisite system does not assure proper qualifications of students in the cooperative education courses. The ACC590 and BUS590 Cooperative Graduate Education in Accounting/Business Administration courses and the ACC399 Cooperative Education in Accounting course, if taken as an elective in the bachelor's degree program, "allow students to apply their learning," but no prerequisite course requirements are listed as evidence of what students would have been required to learn prior to enrolling in the course. In addition, there are ACC590 and BUS590 (1-6) courses that are stated to be an extension of the cooperative education courses. However these extension courses are accounted for in the programs, the ACC/BUS 590 Cooperative Education courses are not noted by the campus as a prerequisite to the extension course.

- 9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:
- (a) Title and course descriptions?
 Yes No
 - (b) Course numbers?
 Yes No
 - (c) Course prerequisites and/or corequisites?
 Yes No
 - (d) Instructional contact hours/credits?
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references?
 Yes No
 - (g) Topical outline of the course?
 Yes No
 - (h) Instructional methods?
 Yes No
 - (i) Assessment criteria?
 Yes No
 - (j) Method of evaluating students?
 Yes No
 - (k) Date the syllabus was last reviewed?
 Yes No

- 9.15 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No

- 9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.17 Does the campus participate in Title IV financial aid?

Yes No (If No, skip to 9.20.)

FOR ALL VISITS

9.20 Are the following appropriate to adequately support the number of students and nature of the program:

(a) Facilities?

Yes No

(b) Instructional equipment?

Yes No

(c) Resources?

Yes No

(d) Personnel?

Yes No

If Yes for any item, describe how the above items are adequate to support the program(s):

Currently, the campus has an adequate computer lab and all classrooms have adequate technology to support the programs. The faculty is well-qualified and there are administrative personnel to service the students. The school facilities are appropriate and conducive for enhancing student learning. The computer lab has several networked workstations with printers available for student use. This is adequate for the current student enrollment. The ProQuest library database is available online for students to access diverse content for all courses within the program.

9.21 Describe how the following elements are appropriately incorporated into the instructional components of the program:

(a) Systematic planning.

Systematic planning is done through the Falls Church main campus. This is demonstrated through a well-defined and comprehensive graduate program. It was evidenced that there is structure and planning being utilized to help drive the programs.

(b) Well-defined instructional objectives.

Well-defined instructional objectives were found on each class syllabus for each program. The objectives were specific, describing what the students are expected to do. They are measured based on the expected learning outcomes.

(c) The selection and use of appropriate and current learning materials.

Current learning materials were identified on each syllabus. Faculty interviews validated that relevant and appropriate materials can be utilized or suggested for use in any class.

(d) Appropriate modes of instructional delivery.

The syllabus identifies what mode of delivery will be utilized in the classroom. The team witnessed that the online Moodle system is utilized for all classes. The team was also able to review Moodle. This is used as a course shell for students to access online content and tools. It includes access to the syllabus, assignments, discussion boards, grades and feedback for all students.

(e) The use of appropriate assessment strategies.

The team witnessed and verified through interviews and observations that appropriate assessment strategies and assignments are being used.

(f) The use of appropriate experiences.

All faculty have practical experience to help facilitate the learning materials and input into the classroom curriculum. The team verified this through interviews with faculty.

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.25 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.27 Are teaching loads reasonable?

Yes No

FOR BACHELOR'S DEGREES ONLY

9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

Yes No

9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-5-202): The bachelor's degree in accounting program does not require 90 quarter hours within the area of concentration. The program includes 31.5 quarter credits of professional core component courses, and 54 credits of major component courses, which only add up to 85.5 quarter credits in the area of concentration.

9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes No Not Applicable (The institution offers all four years of the degree.)

- 9.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 The faculty and campus director provide insight to the program through personal experience and direct research of the standards of other collegiate institutions that offer the same degree. The majority of faculty members teaches at other institutions offering the same programs and therefore can provide critical information that validates the campus offerings.
- 9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

FOR MASTER'S DEGREES ONLY

- 9.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.
 The committee that oversees the development of the graduate programs is headquartered and administered at the main campus in Virginia. The Alhambra campus will have input through the soon-to-be developed program advisory board which is comprised of a student, faculty member, administrator, and employers from local businesses.

Does the committee include the following:

Students?

Yes No

Faculty?

Yes No

Administrators?

Yes No

Employers?

Yes No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

(Section 3-6-301): The team verified through interviews with the campus director that the campus is currently developing an advisory board/oversight committee for each program. The campus director validated that the campus is currently seeking qualified business community members for the committee. The institution does have a graduate oversight committee located out of the main campus in Virginia, however, no documentation was provided to support that there is indeed a formalized committee that meets Council standards to oversee the graduate programs.

- 9.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
 Yes No

- 9.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.
Graduate faculty members are solicited for input into matters of curriculum and other program modifications. All communications flow to the campus director and then to the institution's committee at the main campus. Viable and practical suggestions are considered for future implementations.
- 9.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?
 Yes No
- 9.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
As mentioned previously, the faculty and campus director provide insight to the program through personal experience and direct research of the standards of other collegiate institutions that offer the same degree. The majority of faculty members teaches at other institutions offering the same programs and therefore can provide critical information that validates the campus offerings.
- 9.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No
- 9.52 Are the course prerequisites appropriate, and are they being followed?
 Yes No
- If *No*, insert the section number in parentheses and explain:
(Section 3-1-513(b)): The prerequisite system does not assure proper qualifications of students in the cooperative education courses. The ACC590 and BUS590 Cooperative Graduate Education in Accounting/Business Administration courses "allow students to apply their learning," but no prerequisite course requirements are listed as evidence of what students would have been required to learn prior to enrolling in the course. In addition, there are ACC590 and BUS590 (1-6) courses that are stated to be an extension of the cooperative education courses. However these extension courses are accounted for in the programs, the ACC/BUS 590 Cooperative Education courses are not noted by the campus as a prerequisite to the extension course.
- 9.53 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?
 Yes No
- 9.54 Are the number of faculty with terminal degrees appropriate for the graduate enrollment?
 Yes No
- 9.55 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
 Yes No

- 9.56 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
 Yes No

If Yes, describe how the campus encourages scholarly activity:

The campus provides a substantial stipend for faculty to write and publish scholarly articles, publish in journals, present at conferences, and write scholarly texts. Furthermore, the campus provides reimbursement for participation in conferences and other professional activities. This is spelled out in the employee handbook on page 42, encouraging faculty research and publications.

GENERAL COMMENTS:

The team witnessed a safe and caring learning environment where students, faculty, and administrators collaborate for the benefit of a great learning experience. The staff was very accommodating in providing information and resources when requested. Overall, the students and faculty were very happy with the support the campus is providing.

9. PROGRAM EVALUATION

Master's degree in Computer Information Systems

FOR ALL PROGRAMS

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (If No, skip to 9.02)
- 9.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?
Dr. [REDACTED] administers the academic programs at the campus. His qualifications have been previously described. The computer information systems (CIS) program is supported in content and expertise by program lead Mr. [REDACTED]. Mr. [REDACTED] holds a bachelor's degree in business administration, and an MBA and doctoral degree in business administration, both from California Southern University. Prior to working in higher education, Mr. [REDACTED] worked as a chief information officer in business systems for 15 years. Overall, he has a total of 20 years of experience working in the field of information technology and operations.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
Dr. [REDACTED] provisions for the administration and development of educational programs have been previously described. Mr. [REDACTED] as program lead instructor, is involved in the hiring of CIS faculty members, holds faculty meetings for the program faculty, and is well involved in the examination and revision of program curriculum.
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

The campus has been in operation for less than a year and hasn't yet been required to submit a CAR.

9.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

If *Yes*, list the community resources and describe how they enhance student achievement and potential career opportunities.

The MSCIS program has begun work with its community partners and technology firms, building relationships that will benefit the students within the program. There is a future planned visit for Mr. [REDACTED] the founder and CEO of Clarvue, to discuss mobility workflow. The main point of his discussion will be how spreadsheets are valuable tools for performing financial analysis and forecasting. Students will be enabled to gain valuable knowledge regarding database and application development from his presentation. As a result of the mobile capability of the applications discussed, students will learn how to create and publish any information within the apps. In addition, an advisory board meeting will take place on November 15, 2016 that will include a faculty member, student and a community partner.

9.08 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-701, 3-1-703, and Appendix C): The campus catalog and the institution's website offer conflicting information regarding course instruction hours for the CIS master's degree program. The catalog and academic credit analysis list the program as being 540 contact hours while the website lists the program as 528 contact hours. In addition, the catalog, website and other publications name the program as "Computer Information Sciences" when it is approved as "Computer Information Systems" with ACICS.

9.09 Does the program include an externship?

Yes No (If *No*, skip to 9.10.)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

- 9.10 Does the program use independent studies?
 Yes No (If No, skip to 9.12.)
- 9.11 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
 Yes No
- 9.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No

If No, insert the section number in parentheses and explain:

(Section 3-1-513(b)): The prerequisite system does not assure proper qualifications of students in the cooperative education courses. The CIS590 Cooperative Graduate Education in Computer Information Sciences course “allows students to apply their learning,” but no prerequisite course requirements or other requirements are listed as evidence of what students would have been required to learn prior to enrolling in the course. In addition, there is a CIS590 (1-6) course that is stated to be an extension of the cooperative education course. However this extension course is accounted for in the program, the CIS590 Cooperative Education course is not noted by the campus as a prerequisite to the extension course.

- 9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:
- (a) Title and course descriptions?
 Yes No
 - (b) Course numbers?
 Yes No
 - (c) Course prerequisites and/or corequisites?
 Yes No
 - (d) Instructional contact hours/credits?
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references?
 Yes No
 - (g) Topical outline of the course?
 Yes No
 - (h) Instructional methods?
 Yes No
 - (i) Assessment criteria?
 Yes No
 - (j) Method of evaluating students?
 Yes No
 - (k) Date the syllabus was last reviewed?

Yes No

9.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.17 Does the campus participate in Title IV financial aid?

Yes No (If No, skip to 9.20.)

FOR ALL VISITS

9.20 Are the following appropriate to adequately support the number of students and nature of the program:

(a) Facilities?

Yes No

(b) Instructional equipment?

Yes No

(c) Resources?

Yes No

(d) Personnel?

Yes No

If Yes for any item, describe how the above items are adequate to support the program(s):

Currently, the campus has an adequate computer lab and all classrooms have adequate technology to support the programs. The current faculty members are well-qualified and there are administrative personnel to service the students. The school facilities are appropriate and conducive for enhancing student learning. The onsite computer lab has several networked workstations with printers available for student use. This is adequate for the current student enrollment. The ProQuest library database is available online for students to access diverse content for all courses within the program.

9.21 Describe how are the following elements appropriately incorporated into the instructional components of the program:

(a) Systematic planning.

Systematic planning is done through the Falls Church main campus. This is demonstrated through a well-defined and comprehensive graduate program. It was evidenced that there is structure and planning being utilized to help drive the program.

(b) Well-defined instructional objectives.

Well-defined instructional objectives were found on each class syllabus for the program. The objectives were specific describing what the students are expected to do. They are measured based on the expected learning outcomes.

(c) The selection and use of appropriate and current learning materials.

Current learning materials were identified on each syllabus. Faculty interviews validated that relevant and appropriate materials can be utilized or suggested for use in any class.

(d) Appropriate modes of instructional delivery.

The syllabus identifies what mode of delivery will be used in the classroom. The team was also able to review "Moodle," the online learning management system. This is used as a course shell for students to access online content and tools. It includes access to the syllabus, assignments, discussion board, grades and feedback for all students.

(e) The use of appropriate assessment strategies.

Current learning materials were identified on each syllabus. Faculty interviews validated that relevant and appropriate materials can be utilized or suggested for use in any class.

(f) The use of appropriate experiences.

Instructors introduce their practitioner experience within the classroom to provide real world experiences in computer information systems. All faculty have practical experience to help facilitate the learning materials and input into the classroom curriculum. The team verified this through interviews with faculty.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.27 Are teaching loads reasonable?

Yes No

FOR MASTER'S DEGREES ONLY

9.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

The committee that oversees the development of the graduate program is headquartered and administered at the main campus in Virginia. The Alhambra campus will have input through the soon-to-be developed program advisory board which is comprised of a student, faculty member, administrator, and employers from local businesses.

Does the committee include the following:

Students?

Yes No

Faculty?

Yes No

Administrators?

Yes No

Employers?

Yes No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

(Section 3-6-301): The team verified through interviews with the campus director that the campus is currently developing an advisory board/oversight committee for each program. The campus director validated that the campus is currently seeking qualified business community members for the committee. The institution does have a graduate oversight committee located out of the main campus in Virginia, however, no documentation was provided to support that there is indeed a formalized committee that meets Council standards to oversee the graduate programs.

9.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

9.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

Graduate faculty members are solicited for input into matters of curriculum and other program modifications. All communications flow to the campus director and then to the institution's committee at the main campus. Viable and practical suggestions are considered for future implementations.

9.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

9.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The faculty and campus director provide insight through personal experience and direct research of the standards of other collegiate institutions that offer the same degree. The majority of faculty members teach at other institutions that offer the same or similar programs and therefore can provide critical information that validates the campus' offerings. After reviewing the curriculum, the team was able to determine that all courses offered within the program reflect educational and industry standards.

9.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes No

9.52 Are the course prerequisites appropriate, and are they being followed?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(b)): The prerequisite system does not assure proper qualifications of students in the cooperative education courses. The CIS590 Cooperative Graduate Education in Computer Information Sciences course "allows students to apply their learning," but no prerequisite course requirements are listed as evidence of what students would have been required to learn prior to enrolling in the course. In addition, there is a CIS590 (1-6) course that is stated to be an extension of the cooperative education course. However this extension course is accounted for in the program, the CIS590 Cooperative Education course is not noted by the campus as a prerequisite to the extension course.

- 9.53 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?
 Yes No
- 9.54 Are the number of faculty with terminal degrees appropriate for the graduate enrollment?
 Yes No
- 9.55 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
 Yes No
- 9.56 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
 Yes No

If *Yes*, describe how the campus encourages scholarly activity:

The institution provides a substantial stipend for faculty to write and publish scholarly articles, publish in journals, present at conferences, and write scholarly texts. Furthermore, the institution provides reimbursement for attendance at conferences and other professional activities. This is spelled out in the employee handbook on page 42 encouraging faculty research and publications.

NONTRADITIONAL EDUCATION

- H-C Consortium Agreements

FOR MAIN OR BRANCH CAMPUSES UTILIZING CONSORTIUM AGREEMENTS

- C.01 Does the institution fully disclose the consortium agreement by which it will offer distance education courses in its catalog and web site, and when appropriate, in its advertising and promotional material?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 2-2-504(a)): The ACCT Alhambra campus has a consortium agreement with the main campus in Falls Church, Virginia that has not yet been approved by the Council. The agreement is for the main campus to offer courses, through distance education, to students at the Alhambra campus. The institution was not aware, prior to the visit, that it needed an agreement between the two campuses for the offering of online education. During the visit the campus conferred with the main campus to remedy this and make the appropriate application to comply with standards. During the visit, the campus did compose an agreement and submit it to the ACICS office for future approval.

- C.02 Who is the on-site individual responsible for supporting students who are taking distance education courses through the consortium agreement, and what are this person's qualifications?
Mr. [REDACTED] is the on-site individual who is responsible for supporting students who are taking distance education courses. Mr. [REDACTED] is the original point of contact for each student and helps if problems develop. As stated previously, Mr. [REDACTED] holds a bachelor's degree in finance and accounting, a master's degree in international economics, and a master's degree in computer information systems from

ACCT. Mr. [REDACTED] supports the daily operations of the campus, which includes engagement with the online portal.

- C.03 How does the campus evidence that this individual possesses appropriate technical skills/experience?
Mr. [REDACTED] possesses a master's degree in computer informational systems and provided IT support as a systems administrator for a couple of years. His knowledge in this area is substantial. The team witnessed a plethora of training seminars that Mr. [REDACTED] attended that has helped him in his current role.
- C.04 Do the students confirm that they are provided with a knowledge base of technology utilization/an orientation for utilizing distance education delivery methods?
 Yes No
- C.05 Do students confirm that they receive institutional support for the distance education courses they are taking through the consortium agreement, and that any concerns they may have are addressed?
 Yes No

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	2-2-504(a)	The distance education consortium agreement for the campus has not been approved by the Council (page 53).
2	3-1-100	The institution's mission statement is not appropriately disclosed in the campus catalog and in other publications readily available to the public (page 6).
3	3-1-110 and 3-1-111	The campus does not have a campus effectiveness plan (pages 7, 8, and 9).
4	3-1-414	The campus does not maintain evidence of completely signed student enrollment agreements or of receipt of a copy of the agreement by the student (pages 14 and 15).
5	3-1-412(a)(f)	The campus does not maintain documentation of systematic supervision and monitoring, or ongoing training, of admissions personnel to ensure the communication of current and accurate information regarding programs (pages 16 and 17).
6	3-1-513(b)	The prerequisite system does not assure proper qualifications of students in the cooperative education courses (pages 42, 46, 49, and 52).
7	3-1-516(a)(i)	The campus does not appropriately calculate credit hours (page 24).
8	3-1-542	The campus does not have official transcripts on file for Dr. Guy Langvardt's qualifying credentials (pages 25 and 26).
9	3-1-701 and Appendix C	The catalog does not include or accurately describe all required elements (pages 30, 31, 32, 33, and 48).
10	3-1-703 and Appendix C	The campus website and advertising discloses inaccurate information (pages 34, 41, and 48).
11	3-5-202	The bachelor's degree program in accounting does not require a minimum of 90 quarter hours in the area of concentration (page 44).
12	3-6-301	The campus does not utilize a graduate oversight committee for its graduate programs that includes students, faculty, administrators and employers (pages 45 and 52).



January 3, 2017

VIA E-MAIL AND UPS DELIVERY

Dr. William Schipper
President and CEO
American College for Commerce and Technology
803 West Broad Street, Suite 100
Falls Church, VA 22046

acics@acct.edu

Subject: Continued Show-Cause Directive

Dear Dr. Schipper:

AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY,
FALLS CHURCH, VIRGINIA

ID CODE 00050228(MC)

AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY - ALHAMBRA,
ALHAMBRA, CALIFORNIA

ID CODE 00274252 (BC)

The Council, at its December 2016 meeting, has reviewed the materials and information related to the show-cause directive issued to your institution, as communicated in the August 26, 2016 letter. This review was initiated following the Council's receipt of notification from the State Council of Higher Education for Virginia (SCHEV), dated March 8, 2016, that SCHEV was considering revoking the institution's certificate to operate in Virginia. Based on the concerns identified by the State in its notice, the institution's substantive growth, and concerns with the institution's administrative capacity to maintain compliance with the *Accreditation Criteria* ACICS initiated its own investigation and conducted a limited announced visit to the Virginia main campus in June 2016.

The institution first appeared before Council in August 2016 with 13 findings, 9 of which remained as serious concerns. Further, given the uncertainty of the institution's certificate to operate in the state of Virginia, the Council directed the institution to show-cause why its grant of accreditation should not be withdrawn, with full-team evaluation visits to be conducted at both campuses in Falls Church, Virginia, and Alhambra, California. These visits occurred on October 10-14, 2016, and identified a total of 32 findings between both locations.

At its recent meeting, the Council reviewed the institution's response to its August 26, 2016, letter, the October 2016 evaluation visit reports, the institution's responses to the visit reports,

and correspondence from SCHEV. The Council also considered the testimony provided by the institution at the hearing before the Council on December 7, 2016. As a result of its review, the Council found the following based on the *Accreditation Criteria*:

1. The administrative hearing process undertaken by the state (SCHEV) questions whether the institution will retain its ability and authorization to operate, which is a fundamental eligibility requirement for ACICS accreditation (Sections 1-2-100(b) and 3-1-521). In its original response, the institution submitted a copy of its current certificate to operate, which expires October 14, 2017, and an e-mail notification of its initiation of the SCHEV recertification application. However, ACICS's communications with Ms. [REDACTED] at SCHEV indicated that a hearing was held on October 31, 2016, to consider the recommendation to revoke the institution's certificate to operate based on the state's findings regarding the institution's compliance with SCHEV requirements. The hearing officer is expected to make a final recommendation on the institutional review in early 2017, which would then be considered by SCHEV at a spring 2017 meeting.
2. The institution is not promoting and delivering the Computer Information Systems (CIS) program using the ACICS approved name, nor is the correct program name used in the institution materials, including in its mission statement and its Campus Effectiveness Plans (Sections 3-1-101, 3-1-111, 3-1-303(a), 3-1-700, 3-1-701 and 3-1-703 and Appendix C).

In response to the finding, the institution insisted that SCHEV would not update its records to accept the program name change which it applied for in July 2014 because of ACCT's pending status with ACICS. The institution provided a copy of its original application for SCHEV certification, which listed the programs, at that time, as being "Computer Information Science" instead of "Computer Information Systems." The institution also submitted academic credit analyses (ACA) for non-substantive program modifications for the master's degree-level CIS program at the branch campus, and the academic associate's, bachelor's, and master's degree CIS programs at the main campus, to update the program's name, among other changes. In addition, the institution revised its mission statement to remove the reference to its specific program offerings.

However, while the institution had uploaded ACAs as part of its response, the required Non-Substantive Program Modification Applications were not submitted for ACICS's review and approval until the Council communicated this to the institution. Further, while the campus included other changes in its program modification application, the very critical non-substantive academic credit analysis was not used to appropriately calculate and record the percent modification of each program. As a result, the Council could not determine if the changes were appropriate or accurate and, as such, the institution must resubmit the requisite application materials for the Council's review.

Further, the institution also did not submit program modification applications for the CIS program at the bachelor's and academic associate's degree levels at its branch campus in California, which are advertised by the campus, and the certificate in computer information systems, if applicable. Lastly, the institution did not submit the necessary application to revise its mission statement, a substantive institutional change.

3. The institution does not appropriately convert contact hours to credit hours (Sections 3-1-516(a(i))). In response to the finding, the institution submitted academic credit analyses (ACA) which showed that the hours in the cooperative education courses (now titled "Curricula Program Training in [Program Name] Externship") in all programs at the main campus and the master's degree programs in Accounting and CIS at the branch campus, are now listed as externship hours instead of lecture hours, and the ACA also included lab hours for some CIS courses. However, as noted above, the institution had not submitted the non-substantive program modification applications to ACICS for its review and subsequent approval, nor did it utilize the correct ACA, which records the original and revised versions of the program and calculates the percent modification of each program to determine if the changes require a substantive program modification application instead.

The California branch campus did not submit applications for the other two programs with enrollment – the master's degree in business administration and the bachelor's degree in accounting – to modify the cooperative education course hours, nor did it submit program modification applications for any other programs at the bachelor's and academic associate's degree levels, which are all advertised in the campus's catalog and on its website. Lastly, the institution addressed the one-credit master's degree-level cooperative education extension courses ("Curricular Program Training in [Program Name] Externship (1-6)") by including them in the list of available elective courses, but those elective courses in a student's program must be 4.5 credit courses, as noted in the ACA, and students should not be able to graduate with the same degree but with differing numbers of credits.

4. The institution has not been able to demonstrate the efficiency and effectiveness of its administration (Section 3-1-202(a)). In its responses to the site visit reports and in testimony at the December 7, 2016, hearing, the institution described steps that it has taken to address the Council's previous findings regarding basic operational requirements such as compliance with SCHEV regulations, accurate recordkeeping, the proper reporting of institutional changes to the Council, and the accuracy of the institution's publications and advertising. However, the institution has not clearly demonstrated that these essential areas of administrative oversight have been systematically and effectively implemented in practice.
5. The institution does not use an enrollment agreement for each student that clearly outlines the financial obligations of both the institution and the student (Section 3-1-414).

In response to the finding at the main campus, the institution submitted a new enrollment agreement which includes a fee schedule. However, there is no evidence that the revised agreement has been implemented and used, as the institution simply stated that it will be used in January 2017.

6. There is insufficient evidence that the development of institutional policies and the design of academic programs appropriately involves outside interested parties (Sections 3-1-512(a) and 3-6-301). In response to the finding that the institution, at both locations, was not utilizing a graduate oversight committee, the institution claimed that its institutional advisory board (formerly called the Board of Trustees) and its graduate council, together, provide sufficient outside input because of the presence of employers on the advisory board. The institution provided meeting minutes and sign-in sheets for the past few meetings of both the advisory board and the graduate council. It also stated that the graduate council for the main campus includes three employers, two of whom were noted by the Council as being in attendance at the most recent graduate council meeting and being members of the advisory board. The institution also included evidence of a newly appointed graduate oversight committee, which first met on November 12, 2016, at the California branch campus. Proof included meeting minutes and a sign-in sheet.

However, the documentation provided suggests that the advisory board meets only for a few hours once each year to discuss more general items about the institution and the graduate council is concerned, accordingly, with the graduate programs only. The institution's narrative stated that the graduate council meets to discuss "...the three graduate programs – and by inference the undergraduate programs associated with them," but the Council notes that the majority of the items discussed in the graduate council meetings, as reviewed in the meeting minutes, related specifically to the master's degree programs. Moreover, the graduate council at the California campus does not include employer representatives but rather, the marketing manager from the Chamber of Commerce. Hence, there is not an employer representative on the council for any of the programs. Therefore, the concern still remains relative to the sufficient inclusion of interested outside parties involved in the development of policies and design of undergraduate degree programs, and the graduate oversight committee does not include all required stakeholders at the branch campus.

7. Appropriate assessment strategies are not utilized in the business programs (Section 3-1-532(e)). In response to the finding, the institution added and provided detailed assessment rubrics for its two business capstone courses, BUS499 and BUS599, as well as revised course syllabi and the agenda for the November 18, 2016, business department training meeting on the new rubrics and other items. The institution stated that business faculty meetings will now include reports on the impact of the rubrics on the quality of student outcomes. However, sufficient evidence was not provided to determine that these new rubrics have been fully adopted by the faculty and have clearly improved the effectiveness of the assessment of students.

8. There is insufficient interaction amongst students in online courses (Appendix H, Section II, Curriculum and Instructional Delivery.) In response to the finding, the institution developed new policies regarding the interactions among students and between students and faculty in the online courses, and provided documentation of the updated course policy and procedures section that is included in online syllabi; an updated and excerpted campus effectiveness plan (CEP) section addressing distance education, which includes a qualitative assessment rubric for faculty evaluation and an online student learning rubric, and data from monitoring reports on faculty-student and student-student interaction; and minutes and a sign-in sheet for a mandatory training seminar for online faculty that was held on November 15, 2016. However, there is insufficient evidence to demonstrate that these new policies have been fully implemented and are effective, that the level and extent of interactions is appropriate, and that the education provided by these online interactions is sufficiently rigorous.

Council Action

Due to the continued concerns and the significant number of findings, as well as the lack of clear evidence provided to resolve these concerns and findings, the Council directs the institution to continue to show-cause why its current grant of accreditation should not be withdrawn by suspension or otherwise conditioned. The Council notes that the institution is scheduled to undergo comprehensive site visits at both campuses in spring 2017 in conjunction with its application for a new grant of accreditation, and the Council will direct the site visit teams to review these findings in detail during their on-site evaluations. The Council also will defer further action on this matter to its August 2017 meeting, when it will consider the site visit reports and the institution's responses.

The institution will have the opportunity to respond to this show-cause directive at a hearing at the August 2017 meeting. This hearing will be conducted in-writing unless the Council determines that an in-person hearing is appropriate. If necessary, the Council will make that determination after the site visits have been conducted. The Council will provide additional information regarding the hearing process at a later date.

Institutional Teach-Out Plan

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

ACICS directs the institution to produce 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:

Dr. William Schipper

January 3, 2017

Page 6

- 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.
- 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 a time frame determined by the Council, without a finding of good cause. Please consult the Introduction of Title II, Chapter 3 for additional information.

Please contact Ms. [REDACTED] 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, School Participation Team, Region III (nancy.paula.gifford@ed.gov)
- Ms. Martina Fernandez-Rosario, School Participation Team, Regions IX & X
(martina.fernandez-rosario@ed.gov)
- Ms. Sylvia Rosa-Casanova, State Council of Higher Education for Virginia
(sylviarosacasanova@schev.edu)
- Ms. Joanne Wenzel, California Bureau of Private Postsecondary Education
(joanne.wenzel@dca.ca.gov)

CONSENT AGREEMENT

In re: American College of Commerce and Technology

Pursuant to § VAC 40-31-220(A)(5), this Agreement is made by and between the Commonwealth of Virginia, through the State Council of Higher Education ("SCHEV"), and American College of Commerce and Technology (ACCT).

WHEREAS, SCHEV is the Commonwealth's coordinating body for higher education and pursuant to Title 23.1 of the *Code of Virginia* is required to oversee all aspects of the certification of private and out-of-state postsecondary institutions operating in Virginia; and

WHEREAS, ACCT is currently certified by SCHEV to offer certain programs to its students in accordance with Virginia law, specifically pursuant to Chapter Title 23, Article 3, sections § 23.1-213 through § 23.1-229 of the *Code of Virginia*; and

WHEREAS, in accordance with 8VAC40-31-80(D) only the council may refuse to grant certification, or revoke or suspend certification; and

WHEREAS, in accordance with 8 VAC 40-31-200 SCHEV staff conducted an audit of ACCT on February 2-4, 2016; and

WHEREAS, SCHEV staff recommended revocation of the certificate to operate; and

WHEREAS, in accordance with 8 VAC 40-31-195 a school is entitled to exercise its rights under the Administrative Process Act (APA) (§ 2.2-4000 et seq. of the Code of Virginia) prior to the denial, suspension, or revocation of its certificate to operate; and

WHEREAS, ACCT availed itself of its APA rights through an informal fact finding conference and a formal hearing presided over by an officer assigned by the Virginia Supreme Court, and;

WHEREAS, it is the recommendation of the hearing officer that ACCT's Certificate to Operate not be revoked, but a lesser penalty be imposed, and;

WHEREAS, the hearing officer's recommendation included that ACCT's certification be downgraded to "conditional", the institution be granted reasonable time to come into compliance with SCHEV's regulations regarding the three items of deficiency prior to being re-audited, and; finally

WHEREAS in accordance with the hearing officer's recommendation if the said re-audit reveals that ACCT is still not in compliance regarding the three items of deficiency at issue in the Formal Hearing, the proceeding to revoke ACCT's certificate to operate should be resumed.

THEREFORE, the parties agree as follows:

1. ACCT shall have a conditional certification.
2. Although 8VAC40-31-10 states that during a period of conditional certification a school may not enroll new students or confer any degrees, diplomas, or certificates; ACCT will be allowed to confer any degrees, diplomas, or certificates, as appropriate, but may not accept applications for admission from the date of this agreement until SCHEV determines that ACCT is in compliance with the three items of deficiency.
3. Although the hearing officer has recommended ACCT be given a reasonable time to come into compliance with SCHEV's regulations, ACCT has notified SCHEV that it requires no additional time to come into compliance with the three items of alleged deficiency as set forth in SCHEV's July 7, 2016 Informal Fact-Finding Conference Decision ("IFFC Decision"); nevertheless, SCHEV staff will conduct an audit of the institution in June 2017 to determine compliance with those three items.
4. SCHEV shall issue the audit report as soon as practicably possible, but no later than 40 business days from the date of the audit.
5. In the event there is a dispute between SCHEV and ACCT with regard to a faculty member's qualifications, such that SCHEV asserts that specific faculty members are not

qualified to teach a particular course, such faculty member(s) shall not teach the particular course in question until the dispute over qualifications is resolved.

(b)(6)

5/01/17

William Schipper
President, American College of Commerce and Technology

Date

(b)(6)

5/2/17

Peter Blake
Director, SCHEV

Date



April 12, 2017

ID CODE 00050228(MC)

VIA E-MAIL ONLY

Dr. William Schipper
President
American College of Commerce and Technology
803 West Broad Street, #100
Falls Church, VA 22046

acics@acct.edu

Dear Dr. Schipper:

American College of Commerce and Technology, Falls Church, VA ID CODE 00050228(MC)
American College of Commerce and Technology, Alhambra, CA ID CODE 00274252(BC)

Subject: Renewal of Accreditation Visits Confirmation Letter

An on-site evaluation of your institution has been scheduled for the following locations and dates:

American College of Commerce and Technology, Falls Church, VA **May 10-12, 2017**
American College of Commerce and Technology, Alhambra, CA **June 3-4, 2017**

The on-site administrator at each campus will subsequently receive further details about the visit, including the names and addresses of the team members. When this information is received one copy of the Self-Study Application (Specify which campuses) should be forwarded directly to the team members, the manner in which will be explained in the visit memorandum.

As a reminder, the Self-Study Application materials include:

SELF-STUDY APPLICATION

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update documents must be uploaded to the campuses' online applications:

Dr. William Schipper
April 12, 2017
Page 2

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

The above documents must be received, along with the appropriate application materials, by each team member according to the following schedule:

American College of Commerce and Technology, Falls Church, VA	April 26, 2017
American College of Commerce and Technology, Alhambra, CA	May 20, 2017

On our Web site is the aforementioned update documents as well as the list of materials that must be placed in the team's meeting room prior to the team's arrival. This information for both the update documents and the visit room materials can be found on the "Evaluation Site Visit" page at the following link: <http://www.acics.org/accreditation/content.aspx?id=2022>. Click on the listing that relates to the type of visit to be conducted. Please ensure that all requested materials are labeled for easy identification and provided in an orderly manner.

Each campus will be invoiced a fee for all site visit expenditures. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application.

Thank you for your cooperation. If you have any questions, please call me at (202) 336-6777.

Sincerely,

LaToya Boyd

LaToya Boyd
Accreditation Coordinator

c: Dr. Guy Langvardt, Alhambra branch campus (alhambra.acics@acct.edu)
Ms. Leeza Rifredi, California Bureau For Private Postsecondary Education
(Leeza.Rifredi@dca.ca.gov)
Ms. Sylvia Rosa-Cassanova, State Council of Higher Education For Virginia
(sylviarosacasanova@schev.edu)



To: Dr. William Schipper
American College of Commerce and Technology
ID Code 00050225

From: Mrs. LaToya Boyd, Accreditation Coordinator

Date: April 17, 2017

Subject: Scheduled Site Visit – **May 10-12, 2017**

Listed below are the details for your upcoming **Renewal of Accreditation** evaluation visit. Please send each team member listed below, including myself, an e-mail copy of the Self-Study Application. As a reminder, the Self-Study Application materials include:

SELF-STUDY APPLICATION

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the campus's online application:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Current Class Teaching schedule (for the 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, along with the appropriate application materials by each team member no later than **April 26, 2017 (two weeks prior to visit date)**. It is unnecessary and often inconvenient to require a signed receipt upon delivery of these items to the team members.

We will need a private work area for the team's use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team's arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

Dr. William Schipper
April 17, 2017
Page 2

Please contact me immediately if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.

The invoice for visit fees is based on the number of team members identified below and is due upon receipt of this memo. Please log into the campus account via the ACICS Member Portal to remit payment conveniently and efficiently. Any changes to the number upon completion of the visit will be processed by ACICS accordingly.

VISIT ITINERARY

Campus to Be Visited

ACICS ID Code 00050228
American College of Commerce and Technology
803 West Broad Street, #100
Falls Church, VA 22046
(703) 942-6200
acics@acct.edu

Visit Dates

Wednesday, May 10, 2017 – Friday, May 12, 2017

Visit Type

Renewal of Accreditation

Current Level of Accreditation

Master's degree

Itinerary (approximate)

Arrive on Wednesday, May 10, 2017, at 9:00 a.m.
Depart on Friday, May 12, 2017, at 5:00 p.m.

Evaluation Team

CHAIR

(b)(6)

RELATIONS WITH STUDENTS

(b)(6)

Dr. William Schipper

April 17, 2017

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(b)(6)

EDUCATIONAL ACTIVITIES/LIBRARY SPECIALIST

(b)(6)

DISTANCE EDUCATION AND COMPUTER INFORMATION SCIENCES SPECIALIST

(b)(6)

BUSINESS ADMINISTRATION AND ACCOUNTING SPECIALIST

(b)(6)

ACICS STAFF REPRESENTATIVE

Mrs. LaToya Boyd

Accreditation Coordinator

(202) 336-6777

lboyd@acics.org

Hotel

TBD

c: Evaluation Team

EVALUATION VISIT MEETING ROOM MATERIALS

Initial, Reevaluation, and Additional Location Inclusion Visit

Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.

1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module
- b. Student enrollment on day(s) of visit by program and by day and evening divisions
- c. Floor plan of facility
- d. Staff roster and organization chart
- e. Course syllabi for currently offered courses (For courses not offered in the current 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)
- f. All admissions tests and test cut-off scores for each program
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator
- h. Two copies of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers
- i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan
- j. Board of directors and administrative staff meeting minutes
- k. Faculty meeting minutes
- l. Documentation of in-service training sessions held and the schedule for upcoming session
- m. Schedule and documentation of community resources utilized for each program (organized by program)
- n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator or self-study coordinator
- o. Copies of correspondence with ACICS for any approvals or notifications for modifications since the last New Grant Visit (campus additions, new programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.)
- p. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation

NOTE: Student files will be selected randomly for review by team members.

4. Inventories

- a. Library resource and reference materials including online materials (if applicable)
- b. Instructional equipment for all programs

5. Publications

- a. Most recent ACICS self-study or additional location application
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads
- c. Student, faculty, and staff handbooks (if applicable)
- d. Current catalog with all addenda (if applicable)

EVALUATION VISIT DATA COLLECTION

Renewal of Accreditation Visit

1. PLACEMENT & CAR Data Review

Only placement information submitted via the ACICS Placement Verification Program (PVP) system since July 1, 2016 (the 2017 CAR data) will be included in the team's evaluation. This would include July (submitted in August), August (submitted in September), September (submitted in October), October (submitted in November), November (submitted in December), December (submitted in January), January (submitted in February), February (submitted in March), and March (submitted in April). The campus should take note of the following:

- a) There must be a submission for every month to include months when there were no placements reported. There is drop-down menu for month to month submission tracking. For months where no placements are being reported, the campus must log in and click the box next to 'No Placements.' The campus is able to review its submissions and should notify ACICS (cbarker@acics.org) if experiencing technical issues with the submission. The PVP is accessed by logging in to www.acicspvp.com with the campus's ACICS portal login information. Please see guidelines on www.acicspvp.com for completing the PVP submission process.
- b) For submissions not verified by the graduate or employer after six weeks (would be a grey box), the campus should obtain updated email information and resubmit through the PVP to increase its response rate and ultimately positively affect the 2017 CAR.

As part of the evaluation review process, the ACICS staff representative, serving as the Data Integrity Reviewer (DIR), will include the following in their review:

- a) The completeness of the campus's submission history and the number of submissions that were not verified by the graduate or employer. ACICS staff will review to ensure that all monthly submissions (including those with no placements) have been completed and will require a response required from the campus concerning the accuracy of the information submitted to the system. Hence, it behooves the campus to review its submissions and update/revise any information that is not current.
- b) Attempt contact of those graduates and/or employers who did not respond to the PVP e-mails in an effort to verify 100 percent of the graduate placements.
- c) The percentage and frequency with which placements are deemed to be invalid as this speaks to the integrity of the data being submitted to ACICS. The campus will be required to provide a response to any consistent inaccuracies in its submissions.
- d) The verification of those graduates reported as not available for placement on the 2016 CAR. Hence, the written documentation to support all such classifications must be in the team, organized by program along with the program-level CAR spreadsheet.

2. ACICS Call for Comment

ACICS seeks feedback from the faculty, staff, and students of each campus undergoing an onsite evaluation visit, as a critical source of information for the review process. The campus **must** send an e-mail communication to its faculty, staff, and students with the link for ACICS' call for comment:

<https://membercenter.acics.org/Lists/Call%20for%20Comment/NewForm.aspx?isIdg=1&source=/>

This communication should be sent no later than **APRIL 26, 2017**, with a copy to the ACICS staff representative to evidence compliance with the procedural requirement.

3. **ACICS Student Survey**

Each campus must proctor or support the ACICS staff representative in proctoring a student survey during the visit. Similar to the Call for Comment initiative, the Student Survey is intended to provide the team, and the review, with various perspectives of the campus and its ongoing conformance with ACICS standards and expectations.

At least 10 percent of students, across all disciplines and day/evening schedules, will be surveyed. This can be accomplished by sending in several classes to complete the survey in a room equipped with computers. Students will login to the survey, which is located at <http://www.acicsvisit.com>, using the campus's eight-digit ACICS ID Code (b)(6) and the daily access code, which will be provided to the campus by the staff person on the day of the visit.



June 2, 2017

Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00050228

Main Campus ID: 00050228

Staff Contact: Mrs. LaToya Boyd – Phone: (202) 336-6777

Application ID: 72554

VISIT RESPONSE DUE DATE: June 16, 2017

Dr. William Schipper
President
American College of Commerce and Technology
803 West Broad Street, #100
Falls Church, VA 22046
acics@acct.edu

Dear Dr. Schipper:

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 in two ways 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

ACICS has implemented a web-based submission process for all visit responses. The response to each finding must be uploaded under the application ID number associated with the visit (this is noted on the cover page of the team report). Each finding must include a narrative and supporting documentation (if applicable). If supporting documentation covers more than one finding, the campus is required to duplicate the documentation and upload it in each finding. Submission of a current catalog need only be uploaded once and only if referenced in the response. If you have any questions, please send your inquiry to Linda Lundberg at llundberg@acics.org.

Process:

Once the campus logs on to the ACICS membership website, go to the “In Process Applications” heading, select the application name and ID. The campus will then click either “Citation Documents” and upload each response document as described below. (Please see the attached “Preparing the Institutional Response” for step-by-step visual instructions on how to upload your response into your institution’s Member Center Account.)

IMPORTANT: Document Labels

The institution may name the document any appropriate file name. However, each document must be labeled with the corresponding ‘Document Type.’

Example: The document uploaded to satisfy the:

Finding 1 Narrative task must be labeled **1st Cite - Narrative**.

If a campus needs to submit multiple pieces of information to support one citation response, this information should be combined into one document prior to uploading. Note: There is no maximum size for documents, but larger documents may take some time to upload. If you are uploading PDF documents, save them as reduced size PDF documents.

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 (10). 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,

Linda J. Lundberg

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



RENEWAL OF ACCREDITATION VISIT REPORT

AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY

803 West Broad Street, #100

Falls Church, VA 22046

ACICS ID Code: 00050228

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ACICS@acct.edu

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May 10-12, 2017

(b)(6)	Chair	(b)(6)	Ft. Myers, FL
	Student-Relations Specialist		Minneapolis, MN
	Educational Activities and Library Specialist		Okeechobee, FL
	Distance Education and Computer Information Sciences Specialist		St. Augustine, FL
	Business Administration and Accounting Specialist		Monterey, CA
Mrs. LaToya Boyd	Staff Representative	ACICS	Washington, DC
Ms. Corissa Barker	Staff Observer	ACICS	Washington, DC

**PROGRAMS OFFERED BY
AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY
FALLS CHURCH, VIRGINIA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock/Contact Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement (%)			
						2016		2015	
						Ret.	Pla.	Ret.	Pla.
Associate of Arts	Academic Associate's Degree	Accounting*	900	90	0/0	50	NA	NA	NA
Associate of Arts	Academic Associate's Degree	Business Administration	900	90	2/0	63	N/A	100	NA
Associate of Arts	Academic Associate's Degree	Computer Information Sciences	910	90	4/0	75	0	75	NA
Bachelor of Science	Bachelor's Degree	Accounting	1800	180	3/1	64	N/A	83	NA
Bachelor of Science	Bachelor's Degree	Business Administration	1800	180	21/2	75	N/A	81	NA
Bachelor of Science	Bachelor's Degree	Computer Information Sciences	1820	180	119/2	86	100	85	100
Master of Science	Master's Degree	Accounting	630	54	21/0	81	100	87	100
Master of Science	Master's Degree	Business Administration	630	54	153/3	79	N/A	80	NA
Master of Science	Master's Degree	Computer Information Sciences	630	54	400/11	81	100	84	NA
TOTAL ENROLLMENT					742				
TOTAL CAMPUS RETENTION		79%		TOTAL CAMPUS PLACEMENT			80%		

Notes: Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

* Program(s) with no enrollment.

- The associate's degree in accounting had no enrollments at the time of the visit. SCHEV has notified the institution to not enroll new students in any program until outstanding

issues with the State have been resolved. The institution indicated it may discontinue all associate degree programs once restrictions are lifted.

This campus is approved for distance education up to 50 percent

The programs listed below are all short-term programs under 300 clock hours but may lead to an occupational outcome. Course content has/has not been evaluated by the team as part of the institutional review.

Credential Awarded			Program Name	Clock Hrs.	Program Length	Prepares student for licensure or certification
Certificate	Diploma	Certificate of Completion				
		Yes	ESL002 High Beginner ESL	220	11weeks	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
		Yes	ESL003 Low Intermediate	220	11weeks	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
		Yes	ESL004 Intermediate ESL	220	11weeks	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
		Yes	ESL005 High Intermediate ESL	220	11weeks	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
		Yes	ESL006 Advanced	220	11weeks	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N

INTRODUCTION

The American College of Commerce and Technology (ACCT) is located in Falls Church, Virginia, approximately 15 miles from Washington, DC. The institution operates a branch campus in Alhambra, CA, approximately 20 miles from Los Angeles. ACCT is a relatively young college founded in 2009 that began enrolling students in 2010 after receiving state approval. ACCT received approval in February 2013 to enroll international students, and in April 2015 became accredited by ACICS to award associate's, bachelor's, and master's degrees in the fields of accounting, business administration, and computer information sciences. Enrollments spiked to an all-time high of 1,900 in 2016 following its initial grant of accreditation. Enrollment at the time of the visit was less than half that number at 742 students. ACCT believes the sharp decrease was due to two factors. First, there were several early years of strong enrollments without graduates; then, as students began to complete their programs, the number of graduates and withdrawals exceeded the number of new starts. Second, the ACICS loss of recognition, according to the institution, accelerated transfers to other schools and negatively impacted new starts.

INSTITUTIONAL BACKGROUND

The institution principally enrolls international students from a number of countries including Sri Lanka, Ukraine, Mongolia, Philippines, Algeria, Egypt, Morocco, Turkey, Ethiopia, Nigeria, and Sierra Leone. International recruiting is accomplished through the use of contracted agents living and working in these countries. At the time of the visit there were 19 international agents under contract with ACCT and, as noted in the body of this report, the institution was unable to document oversight and control of the agents.

The Falls Church campus occupies approximately 21,000 square feet on 4 floors of a 7-story office building. The facility is clean, well maintained, and in good repair. The campus utilizes 16 general classrooms, 9 of which are equipped with computers, a kitchen and dining area for student use, and a student lounge containing a pool table and ping pong table. A library, administrative offices, faculty and staff offices, and two conference rooms round out the building. Free parking is readily available on ground level.

In keeping with its mission statement, ACCT has a very low tuition at \$750 per course for undergraduate and \$1300 per course for graduate level. An associate's degree program is \$17,580, a bachelor's degree program is \$35,100, and a master's program is \$17,820. The institution has budgeted \$540,759 (6.6 percent) for institutional scholarships and grants for the current fiscal year.

Institutional and program placement rates are somewhat deceptive in that the majority of graduates are exempted from placement because of their F1 visa status. For example, there were 216 graduates in 2016. Of that number 209 were visa exempt; therefore, only 7 students were "eligible" to be placed. Of the seven, two were continuing their education, and four of the remaining five were placed and properly documented. The institution correctly reported an 80% placement rate for 4 placements out of a graduating class of 216.

ACCT Falls Church is a diverse multi-national educational community. The faculty are as diverse as the students and possess credentials from colleges and universities from around the world. Students live in the greater Washington area but many also commute from New York, New Jersey, Miami, and the West Coast. The majority of classes are held on Saturday and Sunday and it's not uncommon for students to fly or drive on

Friday evening, attend classes on Saturday and Sunday, and return home Sunday evening. Additionally, many students take at least one class online each quarter helping them to remain full-time and graduate on time.

VISIT BACKGROUND AND CONTEXT

The institution was placed on a show-cause directive following a spring 2016 FACT visit by an ACICS evaluation team to the main campus in Virginia, with the directive continued after subsequent visits in October 2016 to both locations of the institution. The institution appeared before the Council on December 7, 2017, and final action was deferred pending the results of this evaluation visit. As part of its review, the team considered the eight (8) areas of non-compliance outlined in the Council's January 3, 2017, continued show-cause directive to the institution and, notes, as detailed in this report, that the main campus failed to address a number of the areas and had additional findings, calling into question the administrative oversight of the institution.

Additionally, ACCT recently received notice from the State Council on Higher Education of Virginia (SCHEV) to cease new enrollments until further notice. The team calls attention to the fact that throughout this period ACCT failed to disclose its current status with its accrediting agency in its catalog and website. When questioned on the reasoning behind the failure to disclose their current status, the institution stated they were unsure of how and where to make the disclosure. ACCT has since updated its status in the consumer disclosure section of the website; however the catalog addendum given to the team does not contain updated information about its current status with ACICS and SCHEV, and the disclosure statement that has been posted is difficult to find.

(Section 2-3-233): The institution does not provide notification of its show-cause status. When the team first arrived on site, it was clear that no notification had been made to students or the public that the institution has been on show-cause since the August 2016 Council meeting. When asked the reason for this, Dr. [REDACTED] said that he was initially unaware of this requirement and didn't know how or where to make the disclosure. During the visit, the institution posted a very small line under the CAR summary page, which again is found on the consumer information disclosure page, which reads "ACCT is currently under a Show-Cause Directive. For more information about this and ACICS, visit www.acics.org." The team feels that this notification is insufficient as it is not readily visible to the public. Additionally, the institution did not provide any evidence that current or prospective students have actually been notified.

The team also notes that the institution was recently issued a consent decree from SCHEV, requiring them to cease acceptance of any new applicants as of May 1, 2017. No information has been posted to the website or other outlet in relation to this information.

Summary of Data Integrity Review

Retention Verification

1. Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

Placement Waivers

2. Was the team able to verify the graduates reported as unavailable for placement on the campus's most recent CAR?

Yes No Not Applicable

If *No*, insert the section number in parentheses and explain:

(Section 3-1-303(a)): Although the team was able to verify the students reported as unavailable for placement on the 2016 CAR, after substantial effort and having to speak with several ACCT staff members, the team believes that documentation of placement waivers, aside from those related to Optional Practical Training (OPT) placements, was insufficient. Two students were reported on the CAR as not available for placement due to continuing education: [REDACTED] and [REDACTED]. Both students were continuing their education at ACCT; however, the institution did not have any readily available documentation with the student names, dates, previous or current programs, or any other information related to the waiver status. The institution was also unable to verbally inform the team when the students graduated, or when they started their new program. The team was provided with a current transcript for each student, but no other waiver information was available.

Placement Verification Program (PVP)

Institution ID	Total Number of Placements	Response Rate	% Verified
00050228	107	96 students--90 %	85 %

3. Summarize any anomalies or significant observations from the institution's PVP submissions (i.e. low response rate, large number employed by the same employer, several invalid placements, etc.). The PVP reports a high rate of response and verification rate. For for first 2-3 months of PVP reporting, the institution had a practice of reporting student interns as placed (4 students); however, they have since corrected this practice and have procedures in place to ensure that this is no longer being done.

On-Time Graduation by Cohort

1. Describe the tracking system utilized by the campus for students' scheduled graduation dates.

Currently the institution tracks graduation rates by year (CAR reporting year) and by program. They reported graduation rates for 2015-2017. For 2016, graduation rates range from 67% to 100%. The institution does not currently parse the graduation rates by cohort. They did provide copies of correspondence with ACICS management seeking additional assistance on developing a graduation calculation formula.

2. How does the campus document leaves of absence and cohort transfers?

The institution expressed a fair level of confusion when trying to determine when to consider leaves of absence and transfers when calculating graduation rates. They do, however, report revised scheduled to graduate cohorts on the 2016 CAR.

REPORT QUESTIONS

I. MISSION

- 1.01 What is the mission statement of the institution?
The mission of ACCT is to offer affordable undergraduate and graduate programs designed to help students develop skills and competencies to enhance their professional careers.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives devoted substantially to career-related education?
 Yes No
- 1.03 Are the objectives reasonable for the following:
- (a) The programs of instruction?
 Yes No
- (b) The modes of delivery?
 Yes No
- (c) The facilities of the campus?
 Yes No
- 1.04 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available to the public?
 Yes No
- 1.05 Describe how the campus demonstrates its commitment to successful implementation of its mission.
The mission statement speaks to affordable, market-driven programs taught by a competent faculty that measures outcomes to industry expectations. Interviews with faculty and a review of documentation provided evidenced that the curriculum is current and updated periodically; and that programs include coursework and practical experiences that expand student knowledge and meet employer expectations. The faculty is a diverse, multinational group of educators who possess academic and experiential preparation. Faculty members are very student-centered and provide a rich classroom experience using a variety of instructional methods to deliver the curriculum. Tuition is affordable, making it easier for students who are responsible for funding their education. The institution offers a few needs-based institutional grants and scholarships that help students defray the cost of education. Learning outcomes are closely related to individual student success and employer expectations.
- 1.06 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.07 Does the CEP describe the following:
- (a) The characteristics of the programs offered?
 Yes No
- (b) The characteristics of the student population?
 Yes No
- (c) The types of data that will be used for assessment?
 Yes No
- (d) Specific goals to improve the educational processes?

Yes No

(e) Expected outcomes of the plans?

Yes No

1.08 Are the following seven required elements evaluated in the CEP at both the campus and program levels:

(a) Student retention rates?

Yes No

(b) Placement rates?

Yes No

(c) Graduation rates?

Yes No

(d) Level of student satisfaction?

Yes No

(e) Level of graduate satisfaction?

Yes No

(f) Level of employer satisfaction?

Yes No

(g) Student learning outcomes?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-111 and Appendix K); The CEP does not include an evaluation of the levels of student , graduate, and employer satisfaction by program. These three components, as they currently appear in the plan, are evaluated at the institutional level only.

1.09 Define the measurable student learning outcomes (SLOs) used by the campus and how these outcomes are being assessed.

The institution utilizes the following measurable student learning outcomes: end-of-term grades and grade point averages that are reviewed quarterly; and results from the Student Outcome Assessment Test for the MBA and the MSCIS programs that are conducted at time of graduation. Also utilized are graduation rates, graduate surveys, and employer surveys, all of which are administered quarterly. The results are analyzed by the Campus Effectiveness Team (CET) and campus leadership in an effort to identify areas where improvement may be needed.

Do the student learning outcomes include pass rates for programs that require licensure or certification to practice in the specific career field?

Yes No Not Applicable (No programs require licensure or certification.)

1.10 Are the following identified and described in the CEP at both the campus and program levels:

(a) Appropriate baseline data and goals for each outcome?

Yes No

(b) The data used by the campus to assess each outcome?

Yes No

(c) How the data was collected?

Yes No

(d) An analysis and summary of the data collected?

Yes No

(e) An explanation of how the data will be used to improve the educational processes?

Yes No

If *Yes* for (e), describe the specific activities the campus will be or is using to improve the educational processes.

Pertaining to student attendance and retention, the institution has started to monitor attendance and withdrawals weekly and cohort retention quarterly. As to placement improvement, the institution has introduced career counseling, resume clinics, and a job referral network. The institution also opened a student services center on campus and is planning to host job fairs and mock interview workshops, and has initiated a guest lecture series. To improve student satisfaction for online students, the institution has begun training its online faculty to improve student-to-student and student-to-instructor interaction, make better use of online discussion boards, and to adopt rubrics for student evaluation and grading. Additionally, the institution is expanding professional development opportunities for its faculty and intends to increase involvement of its advisory groups in the areas of curriculum improvement and career placement.

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-111 and Appendix K): The institution has not established baseline data and goals for the assessment of its measurable student learning outcomes (student grades, and GPA), graduation rates, and levels of student, graduate and employer satisfaction surveys.

1.13 Describe the documentation that evidences that the CEP is evaluated at least annually.

Through interviews with key staff, members of the CET, and a review of CET meeting minutes, the team was able to verify that the CEP is evaluated and revised annually.

2. ORGANIZATION

2.01 Who is the on-site administrator, and what are this person's qualifications?

Dr. [REDACTED] is the president and chief executive officer for ACCT, and functions as the on-site administrator. Dr. [REDACTED] is the founder and co-owner of the college. He has over 40 years of experience as an educator and small business owner. He has more than 20 years of experience in higher education as a teacher, coach, and administrator, including academic dean of the Alexandria campus of Strayer University and dean of the graduate school of business and director of faculty development at Stratford University. Dr. [REDACTED] served as executive director of the International Learning and Technology Center in Louisiana, and was the executive director of the National Association of State Directors of Special Education.

Dr. [REDACTED] has been a management consultant to the FBI National Academy, the US Small Business Administration (Minority Enterprise Division), The Marcus Center, Emory University, and the Town and Country preferred Network Employee Assistance Program in Seattle, WA.

His academic credentials include a Ph.D. in educational administration and school law from the University of Utah, a master of education from the University of the Pacific, and a bachelor of arts in social science from Chico State University.

- 2.02 Describe the leadership team and how they manage the campus effectively and efficiently and how appropriate attention and training is given for the necessary functions of the campus.
- Dr. [REDACTED] in his capacity as president and CEO, oversees and is responsible for all day-to-day operations of the campus including financial matters. There are four executive positions that report directly to the president: a chief operating officer (COO), a chief academic officer (CAO), a vice president and director of communications, and a vice president of admissions. The COO provides direction and oversight of the human resource department, the business office, accounting, and records management. The CAO provides leadership and oversight of the school of business, the school of computer information science, the school of accounting, online education, ESL and the registrar. The vice president and director of communications oversees institutional research and career services, and the vice president of admissions oversees the admissions department, front desk operations, and the Designated School Official (DSO). The leadership team is well educated and collectively possess extensive experience in their respective areas of responsibility.

If the campus is not being managed appropriately, insert the section number in parentheses and explain: **(Section 3-1-202(a))**: The institution does not provide evidence of effective and efficient administrative oversight, in light of the fact that the issues previously identified in the Council's show-cause directive, for review during the onsite evaluation had not all been rectified, with additional findings needing attention. The institution has not been able to demonstrate effective and efficient administration of its campus operations as evidenced by ongoing discrepancies and inconsistencies involving such basic functions as accreditation records, placement waivers, class scheduling, academic and financial records, catalog and website accuracy, oversight of international recruiting agents, course syllabi, and the failure to disclose the current status of the institution in its publications.

- 2.03 Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work.
- Most employees possess a baseline of education and/or professional experience at the onset of employment. Each receives a detailed job description, an employee handbook, and participates in an informal orientation to the college. Supervisors set performance goals for the employees and provide the necessary mentoring and guidance for the individual to be effective in their work. Performance reviews, as evidenced by documentation in the employee file, are done annually. The employee is recognized for superior performance, and counseled by their supervisor when performance falls short of expectations. Consistent poor performance may result in termination.
- 2.04 Describe how the campus documents that faculty and staff members:
- Clearly understand their duties and responsibilities.
 - Know the person to whom they report
 - Understand the standards by which the success of their work is measured.

As noted previously in the response to 2.03 above, each employee receives a job description and employee handbook at the commencement of employment. The job description provides a listing of job duties, performance expectations, and the line of supervision. Job descriptions are signed to evidence receipt and understanding of content.

- 2.05 Describe the documentation the administration maintains to evidence evaluation of the faculty and staff.

The team reviewed faculty and staff personnel files and was able to verify that annual performance evaluations were being performed and discussed with the individual being evaluated.

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

2.07 How is the employee grievance policy communicated to faculty and staff, and where is it documented?

The employee grievance policy appears on page 18 of the employee handbook and is titled, "Complaint Resolution Procedure." The handbook is given to each employee when hired. A review of meeting minutes and interviews with faculty and staff evidenced that the handbook as well as the complaint resolution policy is discussed periodically at employee meetings.

2.08 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

As noted above, Dr. [REDACTED] is the president and CEO for ACCT and, among other things, is responsible for the financial oversight of the campus. Dr. [REDACTED] is academically and experientially qualified for this role with extensive experience in a leadership capacity in business and industry.

3. ADMINISTRATION

3.01 Is there evidence that the campus keeps adequate records to support the following administrative operations:

(a) Financial aid activities?

Yes No Not Applicable (The campus does not participate in financial aid.)

(b) Admissions?

Yes No

(c) Curriculum?

Yes No

(d) Accreditation and licensure?

Yes No

(e) Guidance?

Yes No

(f) Instructional resources?

Yes No

(g) Supplies and equipment?

Yes No

(h) The school plant?

Yes No

(i) Faculty and staff?

Yes No

(j) Student activities?

Yes No

(k) Student personnel?

Yes No

3.02 Does the campus admit ability-to-benefit students?

Yes No (Skip to 3.07.)

3.07 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

3.08 Are appropriate transcripts maintained for all students?

Yes No

3.09 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

3.10 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.11 Does the campus maintain transcripts for all students indefinitely?

Yes No

3.12 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

GENERAL COMMENTS:

The institution has a well-educated and experienced leadership team; however, the institution often displayed difficulty in its ability to readily provide detailed and accurate information and records.

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

The team reviewed a total of 83 academic files during the evaluation. These files included 56 active student files from the 8 programs being offered, including ESL. There were also 16 withdrawn student files and 11 graduate files from the most recent CAR reviewed by the team. The team reviewed various files where transfer credits were awarded for previous courses taken.

4.02 How does the campus ensure that its student relations reflect high ethical standards?

In-house admissions officers participate in regular training sessions and observations to ensure that correct information is being provided to the prospective students. Student services, financial services, and the education department also participate in orientations for new students to assist in identifying services available to the students both for on-ground and distant education. Student services also review the status of incoming students and at-risk students to ensure ethical standards are applied and that the students are receiving the assistance they need.

4.03 Describe the admissions criteria.

All prospective students for undergraduate programs are required to complete and sign an application form and an enrollment agreement to be considered for acceptance. All applicants are required to submit a non-refundable application fee along with a high school diploma, transcript, or a signed attestation affirming that they have received a high school diploma. International students must also provide the

institution with an accepted form of identification (either a current passport or birth certificate) and an affidavit of support or bank statement that indicates financial support to cover all expenses for one academic year. International students must also provide the institution with documentation of English proficiency in order to be considered for enrollment. An applicant requesting to be admitted to a graduate program must also provide evidence of a bachelor's degree from a state recognized or an accredited institution recognized by the U.S. Department of Education. Applicants are also required to provide official transcripts of all undergraduate work. The English proficiency requirements are required for acceptance into any of the graduate programs offered by the institution and are higher than the requirements for undergraduate work.

Is the admissions process appropriate?

Yes No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes No

If *Yes*, what evidence is there to demonstrate that these parties are supervised by and familiar with the campus?

The institution provided five e-mails showing its communication with the third party agencies. Each of these e-mails provides the agency with catalog updates, language proficiency requirements, and updated forms required for the admissions process. There is a sixth e-mail actually from one of the agencies with some questions to the institution. However, the campus did not provide the team any evidence of responding to this inquiry.

If the parties are not supervised by and familiar with the campus, insert the section number in parentheses and explain:

(Section 3-1-410): There is no evidence that the third parties contracted with the institution were familiar with, or supervised by, the institution. The team was provided generic e-mails sent to the third parties regarding catalog changes and were also shown two student evaluations regarding the students' experience with an agency. The student evaluations were not mandatory and most of the e-mail communication provided were from 2016. Also, the team was not provided any documentation to evidence that these agencies are familiar with the campus, as many of these agencies are actually located in various countries around the world.

On the final day of the visit, the team was provided with an updated agent contract that did include a statement under section 1(G) that states "the contractor agrees to participate in webinars and training hosted quarterly by ACCT." However, the team was not provided any evidence at the time of the visit that the contractors had received the updated version of the agreement.

4.05 What evidence is there to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Students had a completed application form, an enrollment agreement, and a grievance policy that was signed and dated by the student. Enrollment agreements provided tuition, fees, and other charges for the program in which the student was enrolling.

(Section 3-1-411): The institution did not consistently follow its stated admissions policy as it relates to the academic requirements for admission into the master's degree program. Ms. [REDACTED] was allowed to begin her graduate program prior to completing her bachelor's degree. The institution stated that one of the classes she needed to complete her bachelor's degree was not running that term, and the other was only offered on a day that she was unable to attend; so she was permitted to start graduate studies and then return to complete her bachelor's degree in a subsequent term when the classes were offered. The team could not ascertain that this was an isolated case or if there were other instances, at the undergraduate and graduate levels, of students not having the appropriate requirements at admissions or that the procedures are in place to prevent this from happening in the future. Dr. [REDACTED] also shared with the team that it was all right for her to be admitted into the master's program without the requirement, further calling into question the presence of procedures that would be followed systematically.

- 4.06 Does the admissions policy conform to the campus's mission?
 Yes No
- 4.07 Is the admissions policy publicly stated?
 Yes No
- 4.08 Is the admissions policy administered as written?
 Yes No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:
- (a) Clearly outlines the financial obligations of both the institution and the student?
 Yes No
- (b) Outlines all program-related tuition and fees?
 Yes No
- (c) Has a signature of the student and the appropriate school representative?
 Yes No

How does the campus evidence that a copy of the agreement has been provided to the student?
 Signed and dated enrollment agreements found in student files provided evidence that enrollment agreements are used and given to students.

- 4.10 Who is responsible for the oversight of student recruitment at the campus, and what are this person's qualifications?
 Ms. [REDACTED] is responsible for the oversight of student recruitment at the institution. Ms. [REDACTED] has a master's degree in geography and a bachelor's degree in economics and geography from the University of Punjab in Pakistan. Ms. [REDACTED] has over 14 years of experience as an admission counselor, with 6 of those years in admissions leadership positions. She has been with ACCT for 5 years.
- 4.11 Describe the recruiting process for new students.
 Most students become familiar with the institution through word of mouth, the internet, or recruiting agencies contracted by the institution. Prospective students contact the institution generally by telephone, e-mail, internet, third party agencies, or just walking onto the campus. When on campus, the prospective student is provided with an application form, enrollment agreement, admissions check list, and grievance

policy to be completed if interested in enrolling at the institution. Once these documents are completed and the student has provided the institution with all of the necessary documentation and met the admissions criteria, they are scheduled for their appropriate classes.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes No

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following:

(a) Courses and programs?

Yes No

(b) Services?

Yes No

(c) Tuition?

Yes No

(d) Terms?

Yes No

(e) Operating policies?

Yes No

If *Yes*, describe how communication to students of the above items is documented:

Each of the prospective students is provided a current catalog that outlines all of the courses and programs, the tuition for each program, and the institution's operating policies. During interviews with the team members, students stated they had received a copy of the catalog during the enrollment process and were aware that the catalog could be accessed online if needed. The catalog, grievance policy, and enrollment agreement include information regarding the tuition, terms, and operating policies of the institution.

4.13 Describe how the institution maintains documentation that demonstrates that it systematically monitors its recruitment activities (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).

While interviewing the admissions officers, the team was informed that the institution monitors recruitment activities through on-site observations by the admissions director, random e-mails from the compliance manager acting as a prospective student, using a dummy account as a prospective student, and by reviewing each student's file with the admissions officer prior to signing an acceptance letter. The team was provided with admission meeting agendas and decisions from team meetings held every two weeks with all of the admissions officers.

4.14 How does the campus supervise its recruiters to ensure that their activities are in compliance with all applicable standards?

As stated above, the admissions director is very involved in overseeing the on-site activities through personal observations, biweekly meetings, and file review prior to signing the acceptance letter for any prospective student.

- 4.15 Has the campus developed and demonstrated implementation of a recruitment training plan that allows for sufficient monitoring and oversight?
 Yes No
- 4.16 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
 Yes No
- 4.17 Does the state in which the campus operates require representatives to be licensed or registered?
 Yes No
- 4.18 Are the titles of recruitment and enrollment personnel appropriate?
 Yes No
- 4.19 Who makes the final decisions regarding financial aid eligibility, packaging, awarding, and disbursement, and what is their experience?
The institution does not participate in financial aid.
- Is this person someone other than recruitment and enrollment personnel?
 Yes No Not Applicable (The campus does not participate in financial aid.)
- 4.20 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:
Any request for transfer of credit to the institution is reviewed by the records manager and transfer officer. All requests for transfer of credit must be accompanied by an official transcript and must meet the institution's criteria described on page 19 of the catalog. The team was provided various examples by the records manager of both credits accepted and credits denied with full documentation to support the decision. The current catalog describes the number of credits that will be considered for each credential offered at the institution.
- 4.21 Does the campus publicize its transfer of credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.22 Has the campus established articulation agreements with other institutions?
 Yes No (Skip to 4.23 for Master's Degree Programs or 4.24 for all programs.)

FOR MASTER'S DEGREE PROGRAMS ONLY

- 4.23 What is the maximum permissible number of transfer credits into the program?
The maximum permissible number of transfer credits into a master's degree program is 18 credits. This is clearly outlined on page 57 in the current catalog the team was provided at the time of the visit. The team notes that this information varies from the credit transfer information provided on the website. See section 6 for additional information.

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress (SAP) policy, in its entirety, published in the catalog?

Yes No

If *Yes*, state the page number(s) where the standards of SAP policy are published.

The SAP policy is stated on pages 27-29 for all undergraduate programs and on pages 58-59 for graduate programs in the current 2017 catalog.

4.25 Does the standards of SAP policy published in the catalog contain the following:

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length?

Yes No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame?

Yes No

(c) Procedures for re-establishing satisfactory academic progress?

Yes No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals?

Yes No

Incomplete grades?

Yes No

Repeated courses?

Yes No

Non-punitive grades?

Yes No Not Applicable (not offered)

Non-credit or remedial courses?

Yes No Not Applicable (not offered)

A warning status?

Yes No Not Applicable (not used)

A probationary period?

Yes No

An appeal process?

Yes No

An extended-enrollment status?

Yes No Not Applicable (not offered)

The effect when a student changes programs?

Yes No Not Applicable (The campus only offers one program of study.)

The effect when a student seeks to earn an additional credential?

Yes No Not Applicable (The campus only offers one program.)

The implications of transfer credit?

Yes No

- 4.26 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.
The institution provided the team with evidence that the SAP report is run and evaluated each quarter by the registrar. A student who fails to meet the minimum SAP requirements will be placed on academic probation status for the quarter immediately following the end of the term in which SAP is not met. The statement "Student Placed on Academic Probation" is entered on the student's transcript, and the student will receive a notice in writing explaining the status and offering an opportunity for counseling and assistance, if needed. The list of students who have failed to meet the minimum SAP requirements is also sent to the chief academic officer and to each of the department heads.
- 4.27 Are students who are not making satisfactory academic progress properly notified?
 Yes No Not Applicable (No students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?
 Yes No Not Applicable (All programs are less than two years.)
- 4.30 Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?
 Yes No Not Applicable (All programs are less than two years.)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning or probation status?
 Yes No Not Applicable (The campus does not participate in financial aid.)
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation; have eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?
 Yes No Not Applicable (There are no such students.)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (The campus does not have extended enrollment and/or does not participate in financial aid. *Skip to 4.37.*)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (The campus does not have extended enrollment.)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (There is no such student and/or the campus does not have such a policy.)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Ms. [REDACTED] campus registrar, is assigned the responsibility for the administration of SAP at the institution. Ms. [REDACTED] reports all SAP findings to Dr. [REDACTED] the chief academic officer. Ms. [REDACTED] has a bachelor's degree in business administration from Strayer University, an MBA from ACCT, and is currently enrolled in the DBA program at Capella University. Ms. [REDACTED] has been with ACCT for approximately two years.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?

Yes No

4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

The institution provides various opportunities for assisting students who are experiencing difficulty in progressing satisfactorily in their respective programs. Each faculty member is available for tutoring and counseling concerning the students' studies. Dr. [REDACTED] the director of ESL and associate dean for undergraduate and graduate studies, is available to reach out to students to offer assistance and direction. Dr. [REDACTED] shared with the team that she is provided the list of students who are on SAP and contacts them to see how she may assist them in their studies.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?

Yes No

4.40 Does the campus finance any of the following: (Mark all that apply.)

(a) Scholarships?

(b) Grants?

(c) Loans?

(d) The campus does not offer scholarships, grants, and/or loans. (Skip to 4.42.)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship, and grant programs in its catalog?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-431(b)): The scholarship listing in the campus's catalog and on its website do not accurately and consistently disclose the terms, conditions, and application procedures.

- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
 Yes No

- 4.43 Are tuition and fees clearly stated in the catalog?
 Yes No

If *Yes*, have students confirmed receiving a copy of the catalog?

- Yes No Not Applicable

- 4.44 Do the financial records of students clearly show the following:

(a) Charges?

- Yes No

(b) Dates for the posting of tuition?

- Yes No

(c) Fees?

- Yes No

(d) Other charges?

- Yes No

(e) Payments?

- Yes No

(f) Dates of payment?

- Yes No

(g) The balance after each transaction?

- Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-432(b)): The students' financial records do not show the dates for the posting of tuition, fees, and other charges. The dates of payments are indicated on all transactions.

- 4.45 Is the effective date listed on announcements of changes in tuition and fees?
 Yes No Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)

- 4.46 Is the campus's refund policy published in the catalog?
 Yes No

- 4.47 Is the refund policy fair, equitable, and applicable to all students?
 Yes No

- 4.48 Describe the documentation to evidence that the campus is following its stated refund policy.

In reviewing the ledgers requested by and provided to the team during the visit, there was evidence that the institution is properly following its stated refund policy. The team also spoke with Mr. [REDACTED] [REDACTED] director of student financial services, who explained and verified the refund policy.

- 4.49 Does the campus participate in Title IV financial aid?
 Yes No (Skip to 4.54.)
- 4.54 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (Skip to 4.55.)
- 4.55 The beginning enrollment on the most current Campus Accountability Report (CAR) is 594.
The ending enrollment reported on the previous year's CAR is 594.
- 4.56 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable
- 4.57 Describe the process by which students who receive financial aid are counseled concerning their student loan repayment obligations.
 Not Applicable (The campus does not participate in financial aid.)

FOR MASTER'S DEGREES ONLY

- 4.58 Do all students enrolled in master's degree programs possess a bachelor's degree?
 Yes No
- 4.59 Describe the techniques used by the institution to evaluate applicants' qualifications to benefit from graduate study.
All graduate applicants must present evidence of a bachelor's degree from a state recognized or an accredited institution recognized by the U.S. Department of Education or the equivalent from a foreign college or university. Applicants must submit official transcripts of all undergraduate and graduate work completed. International applicants have additional requirements that must be met regarding English proficiency, affidavit of support, and proof of F-1 status. Each of the students is also assigned an advisor in their program of study to assist them and provide them direction while studying at the institution.

COMMENDATIONS:

The team would like to commend Ms. [REDACTED] registrar; Ms. [REDACTED] director of admissions; and Mr. [REDACTED] director of IT, for their attention to detail and thoroughness in providing information to the team in a very timely manner.

5. EDUCATIONAL ACTIVITIES FOR ALL PROGRAMS

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in

compliance with applicable state laws?

Yes No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Dr. [REDACTED] is the chief academic officer and assigned to oversee all educational activities. Dr. [REDACTED] holds a master's degree and Ph.D. in science and technology studies from Virginia Tech, a master's in European and American religious history from the University of Virginia, and a bachelor's and masters' in religion and environment engineering science from the University of Florida. He brings to the campus over 15 years of administrative and management experience. Dr. [REDACTED] is supported in this role by Dr. [REDACTED] dean of business, and Mr. [REDACTED] dean of computer information sciences.

Dr. [REDACTED] dean of the school of business, administers the academic programs in business. He holds a Ph.D. in environmental management from the University of Stirling, an MBA from George Mason University, and a graduate certificate in global business from Oxford University. He has numerous scholarly works that include over 80 scientific papers and technical reports, and over 70 presentations at international, national, and regional conferences, and scientific and business forums. He is the recipient of the "Special Achievement in Geospatial Technology" international award, "Academic Excellence and Quality Award" from the Tennessee Board of Regents, and the "Key Technical Contributor" award for DARPA Challenge.

Mr. [REDACTED] is the dean of computer information sciences. He holds a master of science degree in information management from George Washington University. Mr. [REDACTED] has been with the school since January of 2013.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The chief academic officer and faculty have discussions regarding program efficiency. Faculty also monitor any changes occurring within their respective industries and maintain current certifications if applicable. Faculty remain in regular contact with employers and committees to review industry changes and trends that may affect program curriculum. There are regular communications among program faculty, deans, and directors. This may occur during faculty meetings, in-service sessions, and professional development events regarding curriculum matters.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas:

(a) Development of the educational program?

Yes No

(b) Selection of course materials, instructional equipment, and other educational resources?

Yes No

(c) Systematic evaluation and revision of the curriculum?

Yes No

(d) Assessment of student learning outcomes?

Yes No

(e) Planning for institutional effectiveness?

Yes No

5.08 Is there evidence that this policy has been adopted and that faculty members are aware of it?

Yes No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes No

FOR ALL CAMPUSES

5.12 Are the educational programs consistent with the campus's mission and the needs of its students?

Yes No

5.13 How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs?

Each quarter, all courses taught are evaluated and survey information is collected and reviewed. This information is used to identify suggestions and recommendations for program modifications. During its interview with the team, the faculty shared that they submit suggestions and recommendations to the chief academic officer and/or dean. The CEP team also evaluates all policies and educational programs.

5.14 What provisions are made for individual differences among students in the learning environment?

Provisions are made for individual differences among students in the learning environment, applications, and modes of instructional delivery available to students. The chief academic officer, deans, and faculty address any challenges students may face. The campus has an academic tutoring program in place to assist students who fall below the required grade point average. Personal counseling is available for all students at the campus.

5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum.

The chief academic officer receives suggestions from the deans, committees, faculty, students, and alumni to discuss the curriculum. This information may consist of suggestions for instructional materials, resources, course content, curriculum changes, updates, or revisions. Input can be collected through the use of meetings, e-mails, survey results, and telephone calls. During the faculty meeting, some faculty noted that their submitted suggestions were accepted and changes implemented.

5.16 Does the faculty participate in this process?

Yes No

- 5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?

(Section 3-1-516 (a)(i)): There is no evidence that confirms that credit is appropriately converted in relation to contact hours in each class. The institution does not properly convert contact hours to credit hours. Based on the team's observation and review, classes meet for 4 hours per week for 11 weeks which converts to 4.4 quarter credits. The institution consistently awarded 4.5 credits for these classes. Hence, the institution has been over-awarding credits based on the total number of contact hours assigned for each course. Meetings with the faculty, a review of the catalog, the academic credit analysis, and the current class schedule provided sufficient evidence that academic credit is not properly converted.

- 5.18 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?

Yes No (If No, skip to 5.19.)

If Yes, summarize the methods used for evaluating subject competency and awarding such credit. The Life Experience Credit policy appears on pages 16-17 of the ACCT catalog. This represents credit awarded for previous professional training or work experience provided that the learning objectives of particular courses are matched for undergraduate courses. Students may apply for undergraduate credit for previous education, training, or work experience. The application must be submitted on the ACCT Life Experience Application Form to the registrar. Life Experience applications are reviewed in accordance with standards of the Council for Adult and Experiential Learning (CAEL).

Does the campus have an established systematic method for evaluating and awarding such academic credit to which the campus adheres?

Yes No

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes No Not Applicable (No student has made such a request.)

- 5.19 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

- 5.20 Are the following appropriate to adequately support the number and nature of the general education courses?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

- 5.21 Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.

The campus provides an environment for faculty that supports effective classroom instruction. The team interviewed faculty who shared that the campus supports them in providing some electronic classrooms, providing in-service and professional development opportunities, and incentives for faculty to participate in professional conferences, presentation of research, research articles published, publication in any peer-reviewed academic journal, research manuscripts published by a recognized publishing company, and any research-focused professional or scientific patent.

- 5.22 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

- 5.23 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-542): Official transcripts are not on file for two faculty members.

Dr. [REDACTED] is teaching four graduate courses in computer information sciences: CIS500 Management of Information Science, CIS549 Cloud Computing Environments, CIS591 Security in Computing, and CIS594 Advanced Network Security. Although his file contains certification of a US equivalency for a doctorate, the transcript is not present. Further, the reported doctoral work is in electrical engineering, which is not in the field of computer science. The campus provided a catalog from Brunel University in the United Kingdom and a list of classes he reports that he took; however, there is no verification from the university present. Dr. [REDACTED] master of philosophy degree is also reported in the faculty file and is not appropriate for teaching CIS courses. Both degrees are advertised in the catalog.

Dr. [REDACTED] reports holding a PhD in mathematics from Western Michigan University, but the transcript on file was issued to [REDACTED]. Additionally, Dr. [REDACTED] reports a master's degree in math from Western Michigan University, but this transcript is on white paper and has a raised seal of a notary public in Virginia. Further, it states, "Copied from original" in a rubber stamp on each page of the transcript. The institution reports that a previous registrar had verified the original and added the stamp and obtained the notary seal.

- 5.24 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential 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 to credentials awarded by institutions in the United States?

Yes No Not Applicable (No faculty members hold foreign credentials.)

- 5.25 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

If Yes, how is this documented?

The campus implemented an in-service training and development program for staff and faculty. The summer 2016 training consisted of curriculum enrichment, interdisciplinary learning, and program evaluations. Also, four additional development areas were identified: cognitive development, interpersonal development, personal development, and career development. Faculty attendance is recorded for faculty files. During the faculty meeting, faculty also verified this information. Faculty attend quarterly faculty meetings and content may consist of policies, procedures, assessment results, curricula changes, best-practices in teaching, faculty member recognitions, faculty concerns, and other topics as needed.

- 5.26 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes No

- 5.27 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes No

- 5.28 Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.

The campus maintains an adequate number of full and/or part-time faculty. The faculty/student ratio and "number of seats available" is closely monitored by Dr. [REDACTED]

- 5.29 Describe the contracts and/or agreements the campus has with other institutions or entities.

N/A

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 5.32 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 5.33 Does the program include a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

Yes No

- 5.34 Summarize the general education courses and describe whether they meet the Glossary definition of general education in placing emphasis on principles and theory, not on practical applications associated with a particular occupation.

The academic associate's degree has the following general education courses. These courses meet the *Accreditation Criteria's* glossary definition for general education with emphasis on principles and theory. ENG100 English Composition

ENG200 Research and Writing
 MAT100 College Algebra
 PSY100 Introduction to Psychology
 SCI210 Environment and Health
 HUM100 Introduction to the Humanities
 HUM110 Origins of Western Culture
 HUM230 World Literature
 HUM200 Creative and Critical Thinking

- 5.35 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

FOR BACHELOR'S DEGREES ONLY

- 5.36 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
 Yes No
- 5.37 Summarize the general education courses and describe whether they meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation.
 The bachelor's degree has the following general education courses. These courses meet the *Accreditation Criteria's* glossary definition for general education, with emphasis on principles and theory.

ENG100 English Composition
 ENG200 Research and Writing
 MAT100 College Algebra
 MAT310 Descriptive Statistics
 POL350 Contemporary International Problems
 POL400 Geopolitics
 SCI210 Environment and Health
 HUM100 Introduction to the Humanities
 HUM110 Origins of Western Culture
 HUM200 Creative and Critical Thinking
 HUM230 World Literature
 HUM400 Philosophy and Religion
 HUM410 Ethics
 HUM420 Comparative Religion
 HUM430 Religion in America
 PSY100 Introduction to Psychology
 SOC101 Introduction to Sociology
 ANT200 Introduction to Anthropology

- 5.38 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the

bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

FOR ALL PROGRAMS

- 5.39 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, and student orientation.

ACCT has a student services department and offers the following services to all students: advising, mentoring, and tutoring, English proficiency development, academic counseling, cultural and technical field trips and conference participation, student lounge, social events, technology support, new student orientation, and disability support. In addition, career services provides career advising and placement services to students. Available also are seminars on job-searching strategies, resume building and review, and job interview techniques. On May 20, 2017, the campus will be sponsoring a career fair. The team was provided documentation to verify this information. Students attend orientation and introduced to all campus services available to them, including career services, academic advising, tutoring, counseling, library, and other services.

- 5.40 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. [REDACTED] is the vice president and director of communications and she also oversees student services. Ms. [REDACTED] has a bachelor's degree in English from George Mason University and an MBA from Strayer University. She brings to the campus over eight years of administrative and management experience.

- 5.41 How does the campus ensure that employment assistance is offered to all students?

Career advising and placement services are available to all students. Available also are seminars on job-searching strategies, resume building and review, and job interview techniques. Students attend orientation and are introduced to all campus services available to them, including career services, academic advising, tutoring, counseling, library, and other services.

- 5.42 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?

Yes No Not Applicable (There have been no graduates.)

- 5.43 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes No

- 5.44 Describe the extracurricular educational activities of the campus (if applicable).

The team documentation which confirmed that the following extracurricular activities occur at this campus: career fairs, roundtable discussions, movie nights, coffee with colleagues, student writing competitions, town hall meetings, immigration law workshops, presentations, tours, and a running team that participates in local events.

6. PUBLICATIONS

- 6.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)

The team reviewed the ACCT Catalog, Volume 8, No. 5, published on March 13, 2017.

It is noted that the catalog provided by the institution two weeks prior to the visit was not the same catalog provided to the team while on site. The catalog originally provided to the team was Volume 8, No. 3, which had the same March 13, 2017, publishing date.

- 6.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?
 Yes No
- 6.03 Does the catalog contain the following items:
- (a) A table of contents and/or an index?
 Yes No
 - (b) An indication of the year(s) for which the catalog is effective on the front page or cover page?
 Yes No
 - (c) The names and titles of the administrators?
 Yes No
 - (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation?
 Yes No
 - (e) A statement of accreditation?
 Yes No Not Applicable (initial applicant)
 - (f) A mission statement?
 Yes No
 - (g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?
 Yes No
 - (h) An academic calendar?
 Yes No
 - (i) A full disclosure of the admission requirements?
 Yes No
 - (j) A list of institutions with which the institution has established articulation agreements?
 Yes No Not Applicable
 - (k) A statement on the transferability of the credits in the programs that are offered?
 Yes No
 - (l) A description of the contracts or agreements and services to be provided, if the institution has an agreement with an accredited or unaccredited institution, or an international partnership agreement?
 Yes No Not Applicable
 - (m) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum?
 Yes No
 - (n) A description of each course that includes the identifying number, a title, and credit or clock hours awarded a concise description of the course contents, and any necessary prerequisites and/or corequisites?

- Yes No
- (o) An explanation of the grading system that is consistent with the one that appears on the student transcript?
 Yes No
- (p) A definition of the unit of credit?
 Yes No Not Applicable (The campus does not award credit.)
- (q) A complete explanation of the standards of satisfactory academic progress?
 Yes No
- (r) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?
 Yes No
- (s) The transfer of credit policy?
 Yes No
- (t) A statement of the tuition, fees, and any other charges?
 Yes No
- (u) A complete and accurate list of all scholarships, grants, and loans offered?
 Yes No Not Applicable (No scholarships, grants, and loans are offered.)
- (v) The refund policy?
 Yes No
- (w) A statement describing the student services offered?
 Yes No
- (x) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog)?
 Yes No (Include Section 3-1-202(d) in the finding below.)
 Not Applicable (initial applicants only)

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-701 and Appendix C): The catalog does not meet Council standards in the following areas:

a. The current listing of faculty found on pages 80-84 includes several faculty members who are not currently teaching. Additionally, credentials for Dr. [REDACTED] are listed in the catalog but could not be verified.

b. The listing of scholarships in the catalog on pages 12-13 has a number of inconsistencies when compared to the listing of scholarships found on the institution's website. Discrepancies are found with regard to requirements, award amounts and duration, as well as application deadlines.

c. Program requirements and course listing in some programs contain a number of inaccuracies and several program outlines do not match the course information provided in the institution's Academic Credit Analysis (ACA).

Several other catalog discrepancies were found by the team during the on-site visit, including grading scale inconsistencies, and general education courses were not clearly indicated.

6.04 Does the campus list degrees of staff members in the catalog?

- Yes No

If *Yes*, is appropriate evidence of the degrees on file?

Yes No

6.05 Does the campus offer degree programs?

Yes No (*Skip to 6.06.*)

If *Yes*, does the catalog contain the following:

(a) An explanation of the course numbering system (for all levels)?

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only)?

Yes No Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only)?

Yes No Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only)?

Yes No Not Applicable

6.06 Does the campus offer courses and/or programs via distance education?

Yes No (*Skip to 6.07.*)

If *Yes*, does the catalog contain the following:

(a) A description of each mode of delivery used for distance education courses?

Yes No

(b) Any additional or different admissions requirements for students taking distance education courses?
 Yes No Not Applicable (There are no additional or different admissions requirements.)

(c) A description of any tests used to determine access to distance education?

Yes No Not Applicable (No additional tests are given.)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction?

Yes No

(e) Costs and fees associated specifically with distance education?

Yes No Not Applicable (There are no additional costs and fees.)

6.07 Is the catalog updated at an appropriate interval? (An addendum/supplement should not be used as a substitute for meeting this expectation.)

Yes No

6.08 Does the catalog contain an addendum/supplement?

Yes No (*Skip to 6.09.*)

If yes, describe the addendum/supplement content.

The addendum contains corrections made to the catalog during the visit. Corrections include updated information on scholarships, the grading scale, the ESL certificate, denotation of general education courses, and minor changes to course descriptions and/or titles.

(a) Does the addendum/supplement include the school name and location and the effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(b) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-701 and Appendix C): The institution did not provide evidence that all students received a copy of the catalog addendum. Further, the campus's attempt to address the scholarship issue via an addendum was deemed not to be appropriate since that process and its implications should be detailed in the institutional catalog to ensure that all students have received, and are aware of, the policy and any revision that may impact them.

6.09 Is the catalog available online?

Yes No (*Skip to 6.10.*)

If *Yes*, does it match the hard copy version?

Yes No

6.10 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to 6.11.*)

6.11 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-703 and Appendix C): The ACCT website does not consistently provide an accurate account of the current status of the institution:

a. The website has a link for frequently asked questions (FAQ's) that contradict information provided in the catalog: (1) There is no reference to any of the accounting programs; and, (2) information regarding allowable transfer credits for both the bachelor's and master's degree levels is different.

b. When the team first reviewed the content on the website, the "programs of study" link provided a program outline for each course of study offered at the institution. When notified of the incorrect/inconsistent information provided on the program outlines, the institution chose to remove the link to the program outlines rather than making the corrections.

6.12 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?

Yes No

6.13 Where does the campus advertise (publications, online, etc.)?

The institution advertises using a variety of methods, including print, radio, and digital media. Print media includes flyers, brochures, newsletters, local newspapers, and bulletin boards. YouTube houses two radio interviews conducted with Dr. [REDACTED] on a local radio broadcast entitled, *The John Fredericks Show: Common Sense for the Commonwealth*. In addition to the institution's website, digital media include various social media outlets such as Facebook and Twitter.

Are all print and electronic advertisements under acceptable headings?

Yes No

6.14 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (Skip to 6.15.)

If Yes, describe how the campus uses endorsements, commendations, or recommendations in its advertising.

The institution uses a number of student testimonials on their website. These testimonials include positive feedback about personal experiences and recommendations for prospective students.

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes No

If No, insert the section number in parentheses and explain:

(Section 3-1-703 and Appendix C): Although the institution was able to provide signed consent forms, they did not provide the team with evidence that the representations are factual and were the direct statements of the students. According to [REDACTED] the testimonials on the website were dictated by [REDACTED] a recent high-school graduate who worked as an intern at the institution during the summer of 2016. As a project, [REDACTED] worked to create the student testimonial page for the website. According to a signed, but undated, attestation from [REDACTED] he interviewed and recorded several students on his cell phone, typed out their responses, put them on the website, and showed each student the page for their approval. The institution did not have copies of these dictated statements to provide to the team. They had copies of other student testimonials, many signed or e-mailed directly from the student, but none of these statements were used on the website. The student testimonials currently on the website are from [REDACTED]

6.15 Does the campus utilize services funded by third parties?

Yes No (Skip to 6.16.)

6.16 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

6.17 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?

Yes No Not Applicable (The campus does not participate in financial aid.)

6.18 Does the campus provide the following information to the public:

(a) Campus retention rate?

Yes No

(b) Campus placement rate?

Yes No

- (c) All program retention rates?
 Yes No
- (d) All program placement rates?
 Yes No
- (e) Licensure examination pass rates?
 Yes No Not Applicable (No programs require licensure or certification.)

Where is this information published? Describe any additional information that the campus provides.
The institution publishes performance information on their website, under the consumer information disclosure link. They provide a copy of the summary page for the 2016 CAR.

Does the information provided match the information reported on the campus's most recent CAR?
 Yes No

Does the performance information disclosure include the required statement, "These are the data reported to ACICS by the institution in its most recent Campus Accountability Report"?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-704 and Appendix C): The performance information disclosure provided by the institution does not include the required statement.

FOR MASTER'S DEGREES ONLY

- 6.19 Does the catalog have a separate section describing the following:
- (a) Program requirements?
 Yes No
- (b) Admission procedures?
 Yes No
- (c) Transfer policies?
 Yes No
- (d) Graduation requirements?
 Yes No
- (e) Regulations?
 Yes No
- (f) Course descriptions?
 Yes No

GENERAL COMMENTS:

The addendum provided to the team during the visit was difficult to understand and align with the current catalog. The team, likewise, feels that it would be incredibly challenging for a student to decipher the contents of the addendum.

**7. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY
FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND
MASTER'S DEGREES ONLY**

- 7.16 Is the institution's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
 Yes No

- 7.17 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is \$24,000.

- 7.18 What portion of the current year's library budget has been spent?
To date, 90 percent of the year's library budget has been spent.

How has the money been allocated?

Expenditures were used toward audio/video books and catalogs, dues and subscriptions, ProQuest, computers, and equipment.

- 7.19 Are the library materials and services available at times consistent with the typical student's schedule in day, evening, and online programs?
 Yes No

- 7.20 Describe how the faculty inspire, motivate, and direct student usage of the library resources, including specific examples.
Faculty reinforce class writing requirements and use of physical and/or online resources. Writing assignments requiring research are part of the curriculum. Sample writing examples are available for student and faculty use, including writing guidelines. Library staff are also available to assist students with use of library resources.

Are these methods appropriate?

Yes No

- 7.21 Describe how the faculty has involvement in the selection of library resources.
Faculty are encouraged to submit library resource requests. The team met with faculty, who advised that many have submitted requests and resources were obtained. Requests are submitted to library staff and then discussed with the campus president for approval.

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 7.22 Does the library collection include magazines and professional journals and periodicals?
 Yes No

- 7.23 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No

- 7.24 During library hours, are there well-trained individuals who supervise the library and assist students with library functions, and who are competent both to use and aid in the use of the online and computer-based library resources?
 Yes No
- 7.25 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 7.26 Who supervises and manages the library on site, and what are this person's qualifications?
 Ms. [REDACTED] is the campus librarian and works 20 hours a week. She holds a master's degree in library science, and a bachelor's degree in English from the University of Texas, as well as a lifetime membership in the American Library Association (ALA). In addition, Ms. [REDACTED] is a member in the association of college and research libraries (ACRL). She remains active in the library science field by attending conferences, webinars, and other learning opportunities. Ms. [REDACTED] is supported in this role by two library assistants: Ms. [REDACTED] and Ms. [REDACTED]. The library assistants hold memberships in the American Library Association (ALA) and also participate in professional development and in-service activities. They receive library training from Ms. [REDACTED] in the role of library assistants and attend periodic training in webinars and on site.

Does this individual:

- (a) Supervise and manage the library and instructional resources?
 Yes No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
 Yes No
- (c) Assist students in the use of instructional resources?
 Yes No
- 7.27 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars and Admission Officers (AACRAO), or Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (Library staff do not hold foreign credentials.)
- 7.28 Is documentation on file to reflect the librarian's participation in annual professional growth activities?
 Yes No
- 7.29 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?
 Library Hours are:
 Monday-Thursday 10:00 AM-8:00 PM

Friday 10:00 AM-5:00 PM

Saturday and Sunday 10:00 AM-6:00 PM

The library has appropriate personnel coverage according to the following schedule:

Ms. [REDACTED] Monday-Tuesday-Wednesday-10:00 AM-2:00 PM; Thursday 10:00 AM-4:00 PM; and Saturday 10:00 AM-2:00 PM

Ms. [REDACTED]: Monday 2:00 PM-8:00 PM; Friday 10:00 AM-5:00 PM, Sunday 10:00 AM-2:00 PM

Ms. [REDACTED] Tuesday-Wednesday 2:00 PM- 8:00 PM; Thursday 4:00 PM-8:00 PM; and Saturday-Sunday 2:00 PM-6:00 PM

- 7.30 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
 Yes No
- 7.31 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- 7.32 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
 Yes No Not Applicable (no interlibrary agreements)
- 7.33 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No

FOR MASTER'S DEGREES ONLY

- 7.34 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
 Yes No
- 7.35 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and aid in the use of the online and computer-based library resources?
 Yes No
- 7.36 Do the library holdings 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?
 Yes No
- 7.37 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
 Yes No

- 7.38 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No
- 7.39 What library resources does the campus provide to support a better understanding of methods and principles scholarly research and how to use information ethically at the graduate level?
The campus library provides resources identifying plagiarism, copyright infringement, and conducting scholarly research. Library staff are available to support graduate students in their research assignments.

8. PROGRAM EVALUATION

Academic Associate's Degree in Accounting (AAAC)

Bachelor's Degree in Accounting (BSAC)

Master's Degree in Accounting (MSAC)

FOR ALL PROGRAMS

- 8.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (*Skip to 8.02*)
- 8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?
Dr. [REDACTED] is responsible for the Accounting department at the college. Dr. [REDACTED] holds a Ph.D. in organization and management from Capella University, an MBA in finance from Loyola University, and a bachelor of science degree in accounting from the University of Baltimore. He also holds CPA certification in Maryland. Dr. [REDACTED] started his professional career as a public auditor for an international consulting firm. He proceeded on to serve various clients and organizations in the customer service industry. Dr. [REDACTED] has worked for for-profit/ non-profit and public/private entities, at operational/ management levels serving as a certified public accountant, financial reporter, chief financial officer, faculty, academic dean, and independent consultant. He has taught accounting and business classes at both undergraduate and graduate levels for the past 25 years for more than 10 colleges and universities.
- 8.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- Official transcripts and data sheets were reviewed verifying Dr. [REDACTED] academic and experiential qualifications.
- 8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
In an interview with Dr. [REDACTED] and with accounting faculty, it was confirmed that sufficient authority and responsibility is given to carry out the administration and development of the accounting programs. Dr. [REDACTED] is responsible for recruiting faculty; evaluating instructors; and developing curriculum with input from instructors, employers, students, and graduates.
- 8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No

Documentation of student evaluations, faculty evaluations, and graduate oversight committee minutes all illustrated Dr. [REDACTED] active leadership in these activities.

8.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

The academic associate's degree program in accounting has a 50 percent retention rate.
The bachelor's degree program in accounting has a 64 percent retention rate.

It should be noted that enrollment in both programs is very low. The last CAR reported 2 students in the associate's program and 11 students in the bachelor's program. Enrollments at the time of the team visit were much lower with 0 students in the associate and 4 students in the bachelor's program.

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

Note that the majority of all students enrolled in all ACCT programs are international students on F1 visas and are not available for placement.

If *No* for either item, does the campus provide a Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes No

If *No*, insert the section number in parentheses and explain:

(Sections 2-1-809, 3-1-111, 3-1-512, and Appendices K and L): The CEP does not include a program improvement plan for retention outcomes for the bachelor's degree in accounting program.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

If *Yes*, list the community resources and describe how they enhance student enrichment and potential career opportunities.

The accounting department, in collaboration with the school of business, uses a variety of outside resources to enhance the programs. Student internships and externships provide relevant, functional professional development experiences to students. ACCT administration and professors invite guest speakers representing a wide spectrum of topics to present to students. In the most recent fall quarter, four outside speakers, including a tax attorney, an officer of the US Foreign Service, an owner of a highly successful software engineering and professional services firm, and a former campus recruiter and director of hiring for the US Defense Intelligence Agency participated in ACCT's Fall Guest Lecture Series. The

college frequently sponsors student participation in professional conferences and seminars. In addition, the graduate council includes members from the community, graduates, students, faculty and administrators to advise on curriculum. Documentation of these activities as well as faculty and student interviews verified these activities described.

- 8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?
 Yes No

A review of the March 2017 catalog, reviewed on site, showed an accurate description for each accounting program.

- 8.09 Does the program include an externship?
 Yes No (*Skip to 8.10.*)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

- Yes No Not Applicable (No student is at the point of needing them.)

(b) Is the experience supervised by an appropriately qualified faculty member?

- Yes No

Coordination and review of externships involve a cooperative effort among the department chair, who approves the externship sites; a faculty member who administers the related class; and the designated school official who manages externship contracts and oversees F1 visa requirements. Qualified faculty work with the students enrolled in ACC 590 via the online platform where students are required to submit weekly reflections and projects regarding their current work experiences as related to their career development. This faculty member, however, may or may not be responsible for coordinating and approving the work experience site and supervisor.

After visiting two externship sites and speaking to one supervisor (the other supervisor listed was located off-site), it was apparent that greater care is needed to keep in direct communication with current supervisors in charge. During one externship visit, a new supervisor was recently hired and had no knowledge about the externship his employee was working under. The college was unaware of this new supervisor change and is working on its document to make sure students inform the school of any changes in supervision.

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

The related class, ACC590, requires externship students to post assignments online that relate theory to practices at the work site. Program objectives are all related to how a student can apply and increase their knowledge that will lead to career success.

- 8.10 Does the program use independent studies?
 Yes No (*Skip to 8.12.*)

8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

The curriculum and its objectives, as listed in the course catalog for all accounting programs, were found to be appropriate in both content and length.

8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

Course syllabi and course descriptions were reviewed showing appropriate prerequisites. A review of current transcripts verified that courses are taken in the appropriate sequence.

8.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:

(a) Title and course descriptions?

Yes No

(b) Course numbers?

Yes No

(c) Course prerequisites and/or corequisites?

Yes No

(d) Instructional contact hours/credits?

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references?

Yes No

(g) Topical outline of the course?

Yes No

(h) Instructional methods?

Yes No

(i) Assessment criteria?

Yes No

(j) Method of evaluating students?

Yes No

(k) Date the syllabus was last reviewed?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary) Accounting course syllabi do not include all required elements. A random review of accounting course syllabi revealed that ACC500 Financial Accounting had no date of last review and ACC260 Intermediate Accounting II did not list measureable learning objectives.

8.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

- 8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No

Only one student in the accounting program was available for interview during the time of the visit; however, she did verify that courses are available when needed even if there are small enrollments. Most accounting courses are offered on the weekend.

- 8.17 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to 8.20.*)

FOR ALL PROGRAMS

- 8.20 Are the following appropriate to adequately support the number of students and nature of the program:
- (a) Facilities?
 Yes No
 - (b) Instructional equipment?
 Yes No
 - (c) Resources?
 Yes No
 - (d) Support for modes of instructional delivery?
 Yes No
 - (e) Personnel?
 Yes No

A tour of the College and interviews with faculty and administrators revealed that these aforementioned components are adequate to support the number of students and nature of accounting programs offered.

- 8.21 Describe how the program(s) includes the following required instructional components:
- (a) Systematic planning.
 - (b) Well-defined instructional objectives.
 - (c) The selection and use of appropriate and current learning materials.
 - (d) Appropriate modes of instructional delivery.
 - (e) The use of appropriate assessment strategies.
 - (f) The use of appropriate experiences.

The minutes of faculty meetings (meets once a quarter) and the graduate council (meets at minimum of twice a year), show a robust discussion on curriculum elements listed above. Faculty, students, employers, and administrators are all involved to make sure that updated experiences and appropriate resources are used to meet the demands of the accounting industry. Changes are made to course syllabi, course objectives, delivery systems, and assessment strategies from these discussions.

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 8.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-5-302): Mr. [REDACTED] is not qualified to teach the bachelor's degree accounting course currently assigned (ACC 420 Advanced Accounting). His MBA in management did not include appropriate instruction in accounting. The transcript for his accounting bachelor's degree could not be verified as official, and his CPA certification had expired.

- 8.25 Is the size of the faculty appropriate to the total student enrollment?

Yes No

In reviewing course assignments and the number of full- and part-time instructors employed, the size of the faculty is appropriate to the total student enrollment.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes No

In interviews with the accounting department chair and faculty, as well as reviewing faculty files, it was apparent that the accounting programs do employ an adequate core of faculty. However, the department chair did reveal that he is always looking to recruit competent accounting instructors.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.27 Are teaching loads reasonable?

Yes No

No instructor in any of the accounting programs teaches more than 4 classes with 2 preparations.

FOR BACHELOR'S DEGREES ONLY

- 8.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

Yes No

This was verified, as outlined, in the 2017 college catalog, page 37.

- 8.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 8.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (The institution offers all four years of the degree.)
- 8.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
The program consists of 40 courses for 180 quarter credits. The program offers 7 professional core business courses, 13 major courses related directly to business skill/knowledge proficiency, 13 general studies courses, and 7 course electives together equating to 180 credits. The courses offered in the major, in the core, and in the general studies align to what one would find in a typical bachelor's program offered at any college or university.
- 8.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)

If *No*, insert the section number in parentheses and explain:

(Section 3-5-204): Enrollment in the third and fourth years of the program is not sufficient to support regularly scheduled classes. As previously noted, the program has very low enrollment with only four (4) students at the time of the visit. This enrollment as it currently stands cannot support the third and fourth years of instruction.

- 8.45 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

FOR MASTER'S DEGREES ONLY

- 8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.
The graduate council oversees the development, modification, and maintenance of the graduate program. The council is responsible for: 1) reviewing CEP outcomes data and provide advice on graduate programs and degrees; 2) recommending revisions, deletions, and changes to current graduate programs (including curriculum changes, prerequisite changes, course descriptions, and course learning objectives); and 3) making recommendations to the deans and department chairs on academic policies and procedures (including suggesting new policies, making changes to existing policies, and forming procedures that affect the graduate faculty and students).

Does the committee include the following:

- (a) Students?
 Yes No
- (b) Faculty?
 Yes No

(c) Administrators?

Yes No

(d) Employers?

Yes No

8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-404): One required course is not appropriate to the specific goals and objectives of the graduate program. One of the admissions requirements for the master's level is proof of English proficiency. Despite proving proficiency, students are still required to take a basic English course that the team felt was remedial in nature. The course description defines the course as "vocabulary building" in nature.

8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

Faculty meetings are held quarterly where curriculum is always on the agenda. Minutes of these meeting clearly show that faculty have input in these discussions regarding curriculum modifications. In interviews with faculty, it was confirmed that these faculty meetings, plus ongoing department meetings, are valuable avenues in providing input to any curriculum changes.

8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The master of science degree in accounting offers 12 classes for 54 quarter credits. The program offers 4 core component courses, 6 major courses that include a capstone course, and 2 core electives. The course content is equivalent to what one would find in any master's program in accounting.

8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes No

8. PROGRAM EVALUATION

Academic Associate Degree in Business Administration (AABA)

Bachelor's Degree in Business Administration (BSBA)

Master's Degree in Business Administration (MBA)

FOR ALL PROGRAMS

- 8.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (*Skip to 8.02*)
- 8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?
Dr. [REDACTED], dean of the school of business, administers the academic programs in business. As previously noted, he holds a Ph.D. in environmental management from the University of Stirling, an MBA from George Mason University, and a graduate certificate in global business from Oxford University. He has numerous scholarly works that include over 80 scientific papers and technical reports and over 70 presentations at international, national, regional conferences, scientific and business forums. He is the recipient of the "Special Achievement in Geospatial Technology" international award, "Academic Excellence and Quality Award" from Tennessee Board of Regents, and "Key Technical Contributor" award for DARPA Challenge.
- 8.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
In interviews with Dr. [REDACTED] and with business faculty, it was confirmed that sufficient authority and responsibility is given to carry out the administration and development of the accounting programs. Dr. [REDACTED] is responsible for recruiting faculty; evaluating instructors; and developing curriculum with input from instructors, employers, students, and graduates.
- 8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 8.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
- (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available.)
The associate's degree in business program has a 63 percent retention rate.
- (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Data not available.)
However, it should be noted that the majority of students enrolled in the business programs are international students on F1 visas and are not available for placement.
- If *No* for either item, does the campus provide a Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes No

(Sections 2-1-809, 3-1-111, 3-1-512, and Appendices K and L): The CEP does not include a program improvement plan for retention outcomes for the associate's degree program in business.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

If Yes, list the community resources and describe how they enhance student enrichment and potential career opportunities.

The business programs, in collaboration with the accounting department, use a variety of outside resources to enhance student enrichment and potential career opportunities. Student internships and externships provide relevant, functional professional development experiences to students. ACCT administration and professors invite guest speakers representing a wide spectrum of topics to present to students. In the fall of 2016, four outside speakers, including a tax attorney, an officer of the US Foreign Service, an owner of a highly successful software engineering and professional services firm, and a former campus recruiter and director of hiring for the US Defense Intelligence Agency participated in ACCT's Fall Guest Lecture Series. The college frequently sponsors student participation in professional conferences and seminars. In addition, the graduate council includes members from the community, graduates, students, faculty, and administrators to advise on curriculum. Documentation of these activities as well as faculty and student interviews verified these activities as described.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

A review of the March 2017 college catalog showed an accurate description each business program offered.

8.09 Does the program include an externship?

Yes No (Skip to 8.10.)

The MBA program requires an externship.

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes No

Coordination and review of externships involves a cooperative effort among the department chair, who approves the externship sites; a faculty member who administers the related class; and the designated school official who manages externship contracts and oversees F1 visa requirements. Qualified faculty

work with the student enrolled in BUS 590 via the online platform where students are required to submit weekly reflections and projects regarding their current work experiences as related to their career development. This faculty member, however, may or may not be responsible for coordinating and approving the work experience site and supervisor.

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

The related class, BUS590, requires externship students to post assignments online that relate theory to practices at the work site. Program objectives are all related to how a student can apply and increase their knowledge that will lead to career success.

8.10 Does the program use independent studies?

Yes No (*Skip to 8.12.*)

8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

The curriculum and its objectives as listed in the course catalog for all business programs were found to be appropriate in both content and length.

8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

Course syllabi and course descriptions were reviewed showing appropriate prerequisites. A review of current transcripts verified that courses are taken in the appropriate sequence.

8.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:

(a) Title and course descriptions?

Yes No

(b) Course numbers?

Yes No

(c) Course prerequisites and/or corequisites?

Yes No

(d) Instructional contact hours/credits?

Yes No

(e) Learning objectives

Yes No

However, not all business course syllabi include course objectives that are stated in measureable terms.

(f) Instructional materials and references?

Yes No

(g) Topical outline of the course?

Yes No

(h) Instructional methods?

Yes No

(i) Assessment criteria?

Yes No

(j) Method of evaluating students?

Yes No

(k) Date the syllabus was last reviewed?

Yes No

8.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

In telephone interviews with seven business students, it was verified that students do receive a course syllabus in the beginning of every course session.

8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

8.17 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 8.20.*)

FOR ALL PROGRAMS

8.20 Are the following appropriate to adequately support the number of students and nature of the program:

(a) Facilities?

Yes No

(b) Instructional equipment?

Yes No

(c) Resources?

Yes No

(d) Support for modes of instructional delivery?

Yes No

(e) Personnel?

Yes No

A tour of the College and interviews with faculty and administrators confirmed that these aforementioned components are adequate to support the number of students and nature of business programs offered.

8.21 Describe how the program(s) includes the following required instructional components:

(a) Systematic planning.

(b) Well-defined instructional objectives.

(c) The selection and use of appropriate and current learning materials.

(d) Appropriate modes of instructional delivery.

(e) The use of appropriate assessment strategies.

(f) The use of appropriate experiences.

The minutes of faculty meetings (meets once a quarter) and the graduate council (meets at minimum of twice a year), show a robust discussion on curriculum elements listed above. Faculty, students, employers,

and administrators are all involved to make sure that updated experiences and appropriate resources are used to meet the demands of the accounting industry. Changes are made to course syllabi, course objectives, delivery systems, and assessment strategies from these discussions.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 8.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

- 8.25 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.27 Are teaching loads reasonable?

Yes No

Business faculty and a review of the class schedules confirmed that no instructors in business teaches more than 4 classes with 2 preparations.

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 8.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?

Yes No

The AABA program requires 90 quarter hours as described in the 2017 college catalog, page 34.

- 8.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

- 8.37 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The AABA program consists of 20 courses for 90 quarter credits. This is consistent with other colleges offering an associate's degree in this field. The program consists of a strong business core, a general studies component, and a comprehensive major component in business.

8.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

If *No*, insert the section number in parentheses and explain:

(Section 3-4-204): The AABA program does not have a sufficient number of students enrolled to support regularly scheduled classes. As noted on page two of this report, this program only has two students enrolled.

8.39 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not Applicable

FOR BACHELOR'S DEGREES ONLY

8.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

Yes No

8.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

8.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes No Not Applicable (The institution offers all four years of the degree.)

8.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The BSBA program consists of 40 courses for 180 quarter credits. The program offers 7 professional core business courses, 13 major courses related directly to business skill/knowledge proficiency, 13 general studies courses, and 7 course electives together equating to 180 credits. The courses offered in the major, in the core and in the general studies do align to what one would find in a typical bachelor's program offered at any college or university.

8.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes No Not Applicable (no students in the third and fourth years)

8.45 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes No

FOR MASTER'S DEGREES ONLY

- 8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

The graduate council oversees the development, modification, and maintenance of the graduate program. The council is responsible for: 1) reviewing CEP outcomes data and provide advice on graduate programs and degrees; 2) recommending revisions, deletions, and changes to current graduate programs (including curriculum changes, prerequisite changes, course descriptions, and course learning objectives); and 3) making recommendations to the deans and department chairs on academic policies and procedures (including suggesting new policies, making changes to existing policies, and forming procedures that affect the graduate faculty and students).

Does the committee include the following:

- (a) Students?

Yes No

- (b) Faculty?

Yes No

- (c) Administrators?

Yes No

- (d) Employers?

Yes No

- 8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-404): One required course is not appropriate to the specific goals and objectives of the graduate program. One of the admissions requirements for the master's level is proof of English proficiency. Despite proving proficiency, students are still required to take a basic English course that the team felt was remedial in nature. The course description defines the course as "vocabulary building" in nature.

- 8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

Faculty meetings are held quarterly where curriculum is always on the agenda. Minutes of these meeting clearly show that faculty have input via these discussions regarding curriculum modifications. In interviews with faculty it was confirmed that these faculty meetings plus ongoing department meetings are valuable avenues in providing input to any curriculum changes.

- 8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

- 8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The MBA program offers 12 classes for 54 quarter credits. The program offers 4 core component courses, 6 major courses that includes a capstone course, and 3 courses in a concentration area (accounting, marketing, or health care management). The course content is equivalent to what one would find in any MBA program.

- 8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes No

- 8.52 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-502): The team could not verify that Dr. [REDACTED] holds the credentials or work experience to teach BUS 535 Marketing & E-Marketing Management, 530 Business Technology & Research, or 599 Capstone: Business Administration. Dr. [REDACTED] holds graduate degrees in higher education and has an extensive teaching resume in education administration and research. However, there was no evidence provided to note any business training or business field experience.

- 8.53 Is the number of faculty with terminal degrees appropriate for the graduate enrollment?

Yes No

- 8.54 Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

Yes No

- 8.55 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?

Yes No

If *Yes*, describe how the campus encourages scholarly activity:

All faculty members are encouraged to apply for funding for professional growth activities and/or conference attendance, or to receive recognition (and cash bonuses) for the publication of journal articles in refereed journals and books by reputable scholarly presses. This policy was confirmed in interviews with faculty members.

GENERAL COMMENTS:

The business programs are supported by enthusiastic faculty and administrators. Students were generally pleased with the quality of business programs and competence of the faculty. It should be noted that not all course syllabi include measurable course objectives. This should be reviewed and corrected to be better able to measure student learning outcomes.

8. PROGRAM EVALUATION**Academic Associate's Degree in Computer Information Sciences****Bachelor Degree in Computer Information Sciences****Master's Degree in Computer Information Sciences****FOR ALL PROGRAMS**

8.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes No (*Skip to 8.02*)

8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?

Mr. [REDACTED] is the dean of computer information sciences and has been with the campus since 2013. He holds a master of science degree in information management from George Washington University.

8.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

The dean described a collegiate atmosphere among the leadership that allows for a quick implementation of educational and resources as the technology landscape evolves. Software needed for course facilitation is purchased and installed by IT staff on direction of the academic deans. Textbooks are adopted and updated as appropriate at the direction of the curriculum committee. A close relationship with the faculty is reported by the dean and the faculty.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

8.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

The academic associate's degree program in computer information sciences had one graduate and no placements.

If *No* for either item, does the campus provide a Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes No

(Sections 2-1-809, 3-1-111, 3-1-512, and Appendices K and L): The CEP does not include a placement improvement plan for the associate's degree program in computer information sciences.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

If Yes, list the community resources and describe how they enhance student enrichment and potential career opportunities.

The campus engages the community regularly in the form of guest speakers, field trips, and a fully-developed employment training and networking series. The team found evidence of advertising and student involvement from across the curriculum on CIS related topics.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

8.09 Does the program include an externship?

Yes No (Skip to 8.10.)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes No

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

Students find placement with a local business in the field in which they study. A plan is developed by which the dean of the computer information systems department counsels the student, coordinates with the employer, and then assigns a faculty mentor to monitor the progress of the student on a weekly basis. Part of the process is a weekly report by the student to identify the topics they learned about in class that are experienced at the job site.

8.10 Does the program use independent studies?

Yes No (Skip to 8.12.)

8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

8.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:

- (a) Title and course descriptions?
 Yes No
- (b) Course numbers?
 Yes No
- (c) Course prerequisites and/or corequisites?
 Yes No
- (d) Instructional contact hours/credits?
 Yes No
- (e) Learning objectives
 Yes No
- (f) Instructional materials and references?
 Yes No
- (g) Topical outline of the course?
 Yes No
- (h) Instructional methods?
 Yes No
- (i) Assessment criteria?
 Yes No
- (j) Method of evaluating students?
 Yes No
- (k) Date the syllabus was last reviewed?
 Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): The syllabus for CIS111 Basic Hardware has no revision date. CIS120 Introduction to Relational Database Management Systems (RDMS) syllabus states 10 hours or less of time expected each week. The CIS150 Introduction to Networking section taught by [REDACTED] has a different set of "Expected Learning Outcomes" from CIS150 section taught by [REDACTED]. Another example of this is the online CIS285 C++ Programming taught by [REDACTED] and another section taught by [REDACTED]. None of the learning outcomes match. In addition, several classes have course learning outcomes stated in the syllabus that do not describe outcomes as a result of taking the class. For example, CIS302 SQL Programming has an outcome that says upon completion of the course in SQL programming, students will be able to "Enhance the knowledge and understanding of Database analysis and design." The syllabus further contradicts itself saying, "No text book required," and then gives a book listing for "SQL for Microsoft Access, Publisher Jones and Bartlett." The grading criteria state students will be assessed through a portfolio composed of student work including written assignments, group assignments, PowerPoint presentations, exams and quizzes, computer outputs or other work at the discretion of the instructor that provides evidence of achievement of the ELOs. The assignments, however, are not defined individually, and the portfolio itself seems to be part of the graded assignments. CIS308 Object Oriented Programming II syllabus does not contain a course description. It also refers to a website, but has no URL. Topics covered are listed, but there are no learning outcomes. The grading and evaluation criteria do not match the grading criteria. In the section, "Grading and Evaluation Criteria" 40% of the grade is based on a midterm, 40% on a project notebook, and 20% on quizzes. However, in the section,

"Grading Criteria," 30% is based on "Discussions and Class Participation," 40% on "Weekly Assignment," 10% on midterm, 10% on final exam, and 10% on portfolio. The syllabus for CIS310 Data Structures contains a course description that does not match the catalog and also does not state the date it was last updated. The course syllabus for CIS399 Cooperative Education in Information Sciences Externship, Extension contains a course description that does not match the catalog. The learning outcomes do not align with the course description. For example, "Prepare a proposal and project on a specific topic" is not something a student would learn from working in a CIS position at a private company. The CIS420 Java Programming I syllabus pre-requisite shows CIS170 Computer Science Fundamentals, but the catalog shows CIS285 C++ Programming. The course description does not match the catalog and the course outcomes are incorrect. For example, students will be able to "constructing objects." Most online courses were found to have syllabi that differed from those delivered to ground students, and many online sections contradicted their own syllabi in the area of evaluation, assessment, and learning objectives. Finally, several syllabi were found to have no revision dates.

8.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

8.17 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 8.20.*)

FOR ALL PROGRAMS

8.20 Are the following appropriate to adequately support the number of students and nature of the program:

(a) Facilities?

Yes No

(b) Instructional equipment?

Yes No

(c) Resources?

Yes No

(d) Support for modes of instructional delivery?

Yes No

(e) Personnel?

Yes No

8.21 Describe how the program(s) includes the following required instructional components:

(a) Systematic planning.

(b) Well-defined instructional objectives.

(c) The selection and use of appropriate and current learning materials.

(d) Appropriate modes of instructional delivery.

(e) The use of appropriate assessment strategies.

(f) The use of appropriate experiences.

The campus uses regular faculty meetings for planning. Each term, there is a general meeting for all faculty, supplemented by mid-term meetings for CIS faculty only. The team found documentation of these meetings and verified them with both faculty and campus leadership. The campus uses an online and ground approach to course delivery. Each ground section has the option of using online support through the campus's Moodle LMS. Students and faculty report this system is widely used on ground. Computer labs are equipped with computers and overhead projectors, and non-computer classrooms also have learning technology support. The CIS networking lab is equipped with physical networking equipment that is current and adequate for the instruction needed in that area.

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 8.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 8.25 Is the size of the faculty appropriate to the total student enrollment?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.27 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 8.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?
 Yes No
- 8.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 8.37 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
The campus uses the Association of Computing Machinery definitions to define computer sciences. Records indicate that the curriculum is in line with this industry-recognized organization's definition of the

program. Additionally, the program is being compared to that of Lasalle University and the State University of New York, Westbury. Both of these institutions are regionally accredited.

- 8.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 8.39 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not Applicable

FOR BACHELOR'S DEGREES ONLY

- 8.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?
 Yes No
- 8.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 8.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (The institution offers all four years of the degree.)
- 8.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
As noted above, the campus uses the Association of Computing Machinery definitions to define computer sciences. Records indicate that the curriculum is in line with this industry-recognized organization's definition of the program. Additionally, the program is being compared to that of Lasalle University and the State University of New York, Westbury. Both of these institutions are regionally accredited.
- 8.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 8.45 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(b) and 3-5-203): There is no prerequisite for upper division classes CIS 484 Creating Web Databases or CIS480 Web Design. These advanced topics assume a basic understanding of computers and their function; however, the team found no evidence the campus is requiring foundational courses as prerequisites.

FOR MASTER'S DEGREES ONLY

- 8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

The campus utilizes a "Graduate Council" comprised of faculty, staff, students, graduates, and members of the business community. The team found evidence of regular meetings, discussion of curricular topics, and teaching needs among other relevant subjects.

Does the committee include the following:

(a) Students?

Yes No

(b) Faculty?

Yes No

(c) Administrators?

Yes No

(d) Employers?

Yes No

- 8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-404): As previously noted, one course, ENG050, is not appropriate to the objectives and specific goals of the graduate program. One of the admissions requirements for the master's level is proof of English proficiency. Despite proving proficiency, students are still required to take a basic English course that the team felt was remedial in nature. The course description defines the course as "vocabulary building" in nature.

- 8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

Through regular departmental meetings, which occur midway through every term, faculty have direct access to leaders on campus. Minutes from these meetings show faculty discuss policies, procedures, and curricula regularly, and that leadership is responsive to any needs.

- 8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

- 8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The campus uses the Association of Computing Machinery definitions to define computer sciences. Records indicate that the program is in line with this industry-recognized organization's definition of the program. Additionally, the program is compared to that of Lasalle University and the State University of New York, Westbury. Both of these institutions are regionally accredited.

- 8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No
- 8.52 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-502): There is no evidence that some faculty members are qualified to teach the courses that have been assigned.

Dr. [REDACTED] is teaching four graduate courses in computer information sciences: CIS500 Management of Information Systems, CIS549 Cloud Computing Environments, CIS591 Security in Computing, and CIS594 Advanced Network Security. Although his file contains certification of a US equivalency for a doctorate in electrical engineering, the transcript is not present. Further, the reported doctoral work is in electrical and/or electronic engineering, which is not in the field of computer science. The campus provided a catalog from Brunel University in the United Kingdom and a list of classes he reports that he completed; however, there is no verification from the university present. Dr. [REDACTED] master of philosophy degree is also reported in the faculty file and is not appropriate for teaching CIS courses. Both degrees are advertised in the catalog.

Dr. [REDACTED] is not qualified to teach computer science but is currently teaching three sections of CIS599 Capstone: Computer Information Science. Dr. [REDACTED] reports holding a PhD in mathematics from Western Michigan University. The transcript in the faculty file was issued to [REDACTED]. Additionally, Dr. [REDACTED] reports a master's degree in math from Western Michigan University. This transcript is on white paper and has a raised seal of a notary public in Virginia.

Dr. [REDACTED] is not qualified to teach CIS courses. Currently, Dr. [REDACTED] is teaching CIS500 Management of Information Systems and CIS556 Data Networking. He holds a doctorate in engineering science, and a master degree in electrical engineering.

Dr. [REDACTED] is not qualified to teach CIS courses. He is currently teaching CIS557. Dr. [REDACTED] holds a PhD and a master degree in industrial engineering from the Pennsylvania State University. His transcript shows some CIS classes at the master's level, which was awarded in 1977; however, the PhD is not CIS-related, nor does he have any special qualifications related to CIS, or any evidence of professional development that would indicate he is current in the field. His professional development plan did not contain any evidence of completed development in the field this year or last.

- 8.53 Is the number of faculty with terminal degrees appropriate for the graduate enrollment?
 Yes No
- 8.54 Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-502): Fifty percent (50%) of graduate-level courses are not being taught by faculty possessing terminal degrees. Only 11 of 36 sections (31%) of graduate courses are being taught by a professor with a doctoral degree in the field of CIS.

- 8.55 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
 Yes No

The campus provides funding and time for both full time and adjunct professors to attend professional development activities. In addition, the campus encourages faculty to publish in scholarly journals, author and edit textbooks, and participate as speakers and members of professional organizations. The team found written policies that were corroborated by leaders and faculty that provided for monetary reward for these activities.

COMMENDATIONS:

Dr. [REDACTED] was commended by both the employer and the student at one of the externship locations. The team would like to also commend her for her hard work and dedication to the students in their educational pursuits. Dr. [REDACTED] was personally named by every CIS class interviewed as their favorite instructor. Students reported his caring, helpful, and kind teaching methods as their preferred mode of instruction. By coincidence, several of the classes were at the end of their tenure with the college, which the team finds would indicate the students had experienced a large percentage of the instructors by that point.

NONTRADITIONAL EDUCATION

- H-A Distance Education (Online and Hybrid/Blended)

Up to 50% 50% or more

(Appendix H, Section II, Institutional Readiness (a)): The institution's approved mode of delivery for distance education was not followed for one student. Ms. [REDACTED] took more than 50 percent of her courses online. Although the student earned enough credits to graduate with her MBA (54 credits), the institution is considering having Ms. [REDACTED] take additional courses until her ratio of online courses is no more than 50 percent. They have not officially decided how to handle the situation.

- A.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications and any other responsibilities currently held at the campus (if applicable)?
 Dr. [REDACTED] is dean of distance education for the campus and has been with the college since May 2011. He holds a DBA from Apollon University. Dr. [REDACTED] has extensive background in online education and previously served as director of online education before being promoted to dean.

- A.02 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

- A.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?

Yes No

Dr. [REDACTED] is involved in the regular faculty and staff meetings as is evidenced by the minutes from these meetings, which are well-documented. Distance education and curriculum in general are reported by faculty and staff to be a common topic of discussion. Dr. [REDACTED] and the leadership both affirm that resources needed are always made available as soon as practicable. The Moodle Learning Management System appears well-designed and functional, which supports this assertion. Students report no issues with online delivery of content.

A.04 Are the time and resources devoted to the administration of distance education sufficient?

Yes No

A.05 Does the institution have a plan to implement distance education instruction?

Yes No

A.06 If the institution has a plan, does it include the following:

(a) Rationale?

Yes No

(b) Resources?

Yes No

(c) Course/program objectives?

Yes No

(d) Course content?

Yes No

(e) Student assessment?

Yes No

A.07 Does the institution integrate this plan into the Campus Effectiveness Plan?

Yes No

A.08 Is the delivery method appropriate for students and the curriculum?

Yes No

A.09 Describe the distance education delivery method(s) the campus utilizes: fully online, hybrid/blended, or both.

The team observed that about 25 percent of the classes being offered during the visit were online. While none of the instruction for ground courses was classified as hybrid/blended, the majority of ground sections did have a corresponding Moodle shell for the class. This online shell was being utilized by ground instructors as a repository for assignment retrieval and submission as well as grade maintenance. In the case of ground classes, the Moodle LMS was being used in a supporting role only, and not for education delivery in most cases, though supplemental material for ground students was being shared by faculty. In the case of online sections, Moodle was being used for all content delivery and collection. Discussions, assignments, quizzes, exams, and lecture were observed, as was syllabus availability for both online and ground sections.

A.10 Are admission requirements for distance education courses/programs identified by the institution?

Yes No Not Applicable (There are no additional admissions requirements.)

In some cases, new students are allowed to enroll in online only. The campus provided communication with students who started as purely online which stated clearly they would need to finish their degree in person. Generally, however, the admissions requirements for students taking online classes are exactly the same as ground with the exception of the online orientation program.

A.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?
 Yes No Not Applicable (No admissions test is required.)

A.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program and how the student's privacy will be protected?
 Yes No

Student "Confidentiality Policy" is found on page 7 of the catalog. Page 22 of the catalog identifies identification requirements, which students produce as part of their application process. Student files contain evidence of identity verification, and the student conduct policy calls for dismissal in the case of producing false identification documents.

A.13 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?
 Yes No Not Applicable (There are no additional charges or fees associated with the verification of student identity.)

A.14 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to access this mode of delivery during the admissions/enrollment process?
 Yes No

A.15 Describe the online orientation program that the institution provides to familiarize students with the equipment, learning management system, and resources used in the distance education activities, as well as the available support services (including technical support).
Students are required to take and successfully pass an online orientation program according to page 21 of the catalog. The training includes lessons on how to locate and interact with lecture, syllabi, assignments, discussions, and gradebook tools. Students are informed of the "school week" and the final exam is administered by proctoring, just as the final exam in each class is. The team found records of all proctored exams present in the distance education materials.

Is this orientation adequate?
 Yes No

A.16 Do syllabi identify course learning objectives, and does each course learning objective support one or more program learning outcomes?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Appendix H, Section II, Curriculum and Instructional Delivery (a)): Some course syllabi do not meet Council requirements. A majority of online syllabi were discovered to contain learning objectives that were different than corresponding ground classes. Additionally, several courses contained different learning objectives posted on Moodle than were stated in the same online syllabus. For example, MKT100 Principles of Marketing has different course objectives posted on Moodle LMS than were found in the course syllabus, also posted on Moodle in the same section.

- A.17 Describe how the courses provide opportunities for interaction between faculty and students and among students.

Faculty and students communicate via online discussions and e-mail. The distance education policy states that the majority of instructor-student interaction will take place in a discussion called "news" forum. The team found evidence that this was happening regularly. Instructor phone numbers are commonly posted as well, both on Moodle LMS and in the syllabus. Faculty further post online lecture, videos, and PowerPoint documents as well as posting weekly announcements and feedback online for assignments.

Are these opportunities sufficient and appropriate?

Yes No

- A.18 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?

Yes No

If *No*, insert the section number in parentheses and explain:

(Appendix H, Section II, Curriculum and Instructional Delivery (c)): The institution does not appropriately convert contact hours to credit hours. Additionally, several online syllabi noted significant differences in the amount of hours defined for weekly devotion to the course, as opposed to the stated 13.5 clock hours reported by faculty and staff for each course.

- A.19 Is the curriculum administered in a way that maintains security of access?

Yes No

- A.20 Describe the student identity verification method used by the campus.

Students are identified using a passport, birth certificate, or green card upon registration. Students can be dismissed for cheating, which is covered by the student discipline policy on page 22. Additionally, the student is given a password, and it would be a violation of this policy, and the distance education policy, to compromise this password. Students are proctored for the final exam for each online class, a further discouragement for cheating. The campus provides final exam proctoring, as well as employing a contracting agency known as Examity.com. Examity does online identity verification and proctoring, and the team found evidence of payment for these services, at no cost to students, present in the distance education office.

Is this method adequate?

Yes No

- A.21 Does the institution employ academically and experientially credentialed faculty to teach online courses?

Yes No

A.22 Describe the institution's learning management system and the technical support provided for the system.

Moodle is an open-source, industry-standard learning management system that has been in the marketplace for over 15 years. The campus employs a stable, secure, and recent version which is remotely hosted by a contract company called Remote Learner, from Denver, Colorado. Remote Learner updates and supports the campus with regard to technical issues as part of their service-level agreement, which includes hosting.

Is the learning management system accessible and reliable and does the technical support effectively facilitate online instruction and learning?

Yes No

A.23 Are the faculty properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment?

Yes No

If *Yes*, explain how and when faculty members are trained to utilize the institution's learning management system.

Faculty who teach online go through a training program. The team found evidence in the faculty files of both training certificates and regular updates during quarterly general faculty meetings.

A.24 Does the institution demonstrate appropriate faculty student ratios to support the following:

(a) Faculty and student interaction?

Yes No

(b) Facilitation of interaction among students?

Yes No

(c) Facilitation of interaction with curriculum content?

Yes No

A.25 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?

Yes No

A.26 Does the institution have adequate financial resources to support the courses/program(s)?

Yes No

A.27 Do students who are in a program, of which 50 percent or more is delivered online, have access to, at a minimum, a virtual library collection of program-related books, journals, and periodicals, and virtual library and information technology services?

Yes No Not Applicable

A.28 Does the institution provide support services for online students which are the same or equivalent to those provided for on-ground students in the following areas:

- (a) Counseling?
 Yes No
- (b) Academic advising?
 Yes No
- (c) Financial aid?
 Yes No Not Applicable (The institution does not participate in financial aid.)
- (d) Employment assistance?
 Yes No Not Applicable (The institution enrolls only international students on a student visa.)

Online students have the same access to these resources as residential students. The campus employs a staff of academic advisors, which are available during regular working hours to all students via telephone or in person. Student services have a full-time employee devoted to employment assistance. Several innovative, resume-centered initiatives were evident, though most students are F-1 visa students and did not need this service. Online students have the same access to counseling services as residential students, who are directed to the campus's counseling services contracted provider.

- A.29 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Appendix H, Section II, Student Evaluation and Program Assessment(a)): The team found numerous examples of syllabi that were published with course learning objectives that differed from their residential counterparts. This was the rule rather than the exception.

- A.30 Do assessments and assignments demonstrate student achievement of course learning objectives?
 Yes No

The team was unable to answer this question because the course learning objectives were not stated in many cases and were therefore impossible to gauge with regard to completion.

- A.31 Does the institution document that it conducts the following:
- (a) Course/program evaluations (including assessments of educational outcomes)?
 Yes No
- (b) Student retention and placement?
 Yes No
- (c) Student satisfaction?
 Yes No
- (d) Faculty satisfaction?
 Yes No
- (e) Employer satisfaction?
 Yes No

- A.32 Does the institution fully disclose what forms of instruction it uses in its catalog and website and, when appropriate, in its advertising and promotional material?

Yes

No

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	2-1-809, 3-1-111, 3-1-512, and Appendices K and L	The CEP does not meet Council standards in a number of areas (pages 9 and 10). The CEP does not include improvement plans for programs that fall below the retention and/or placement benchmark (pages 40, 48, and 56).
2	2-3-233	The institution does not provide appropriate public notification of its show-cause status (page 5).
3	3-1-202(a)	The institution does not provide evidence of effective and efficient administrative oversight (page 11).
4	3-1-303(a)	The institution does not sufficiently document continuing education waivers (page 6).
5	3-1-410	There is no evidence that all third party admissions agencies are appropriately supervised and knowledgeable about the campus (page 14).
6	3-1-411	The institution did not follow its published graduate admissions policy for one student (page 15).
7	3-1-431(b), 3-1-701, and Appendix C	The descriptions of the campus scholarship in the campus catalog and on the website are not accurate or consistent (pages 21 and 31). The catalog does not meet Council standards in a number of areas (pages 31 and 33).
8	3-1-432(b)	Student ledgers do not reflect dates for posting tuition (page 21).
9	3-1-513(a); Glossary; and Appendix H, Section II, Curriculum and Instructional Delivery(a) and Student Evaluation and Program Assessment (a)	Course syllabi for online and residential courses do not meet Council standards in a number of areas (pages 42, 57, 58, 66, and 68).
10	3-1-513(b) and 3-5-203	Some courses in the computer information sciences bachelor's program do not have appropriate prerequisites (page 60).

Number	Section	Summary Statement
11	3-1-516 (a)(i) and Appendix H, Section II, Curriculum and Instructional Delivery(c)	There is no evidence that credits are appropriately converted from contact hours in both residential and online courses (pages 25 and 66).
12	3-1-542	Official transcripts are not on file for two faculty members (page 26).
13	3-1-703 and Appendix C	The website does not accurately reflect the current status of the institution (page 33). The institution does not provide sufficient evidence for student testimonials (page 34).
14	3-1-704 and Appendix C	The campus's performance information disclosure does not include the required statement (page 35).
15	3-4-204 and 3-5-204	There is insufficient enrollment in the bachelor's degree in accounting program and associate's degree program in business to support regularly scheduled programs (pages 45 and 52).
16	3-5-302 & 3-6-502	There is no evidence that some faculty members hold appropriate qualifications to teach their assigned courses (pages 44, 54, and 62). Less than half of the graduate courses taught in the master's program in computer information sciences (CIS) are being taught by faculty with terminal degrees in CIS (page 63).
17	3-6-404	The institution charges for and requires graduate students to take a non-credit English language course that is not appropriate (pages 46, 53, and 61).
18	Appendix H, Section II, Institutional Readiness (a)	The institution's approved mode of delivery for distance education was not followed for one student (page 63).

RECOMMENDATIONS

Any recommendations provided in this report are not included in the report seen by the Council:

1. Review the associate and bachelor's programs to define strategies to increase enrollments. Include a directive in externship contracts that informs students to identify any changes in their work environment including any changes in supervision at the worksite.
2. Review all course syllabi to ensure that course objectives are related in measureable terms.
3. The team recommends not enrolling students who are at a great distance from the campus, especially those in foreign countries. Since retention would be affected by students unable to obtain F1 visas from foreign countries, it would be wise to ensure this process was likely to be completed prior to enrolling them.
4. Online due dates are Eastern time. The team recommends Eastern Time be specified in the catalog and on training materials for online students.

5. STUDENT SURVEY

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual.

Survey Report

Generated: May 13, 2017

ACICS ID: 00050228

Surveys Between:

May 10, 2017 and May 12, 2017



A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?



A.04. Did your admissions representative accurately describe student services offered by the institution?



A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?



A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



A.07. Did the catalog accurately portray programs, services and policies of the institution?



A.08. Was the information provided during enrollment sufficient for you to make your decision?



A.09. Did you feel pressured into making the decision to enroll?



B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)



C.01. Are your instructors available to provide additional help, if needed?



C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?



C.03. Were textbooks available when you started classes?



C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)



D.01. Overall, I am satisfied with the quality of education I am receiving.



D.02. I would recommend this institution to others.



PROFESSIONAL EXPERIENCE

PALMETTO EDUCATION GROUP, LLC (present)

General Counsel

Manage the legal affairs for the company; and available to clients for licensing, accreditation and related regulatory issues.

SOUTHWEST FLORIDA COLLEGE (1999-2013)

President, (2008 - 2013)

Responsible for the strategic and operational aspects of a five-campus post-secondary system of colleges located throughout Southwest Florida.

Executive Vice President and Regulatory Counsel, (2005–2008)

Assisted the president with the management and oversight of a multi-campus educational system and worked with campus directors on educational and operational planning, budgeting, student outcomes and retention and placement and compliance. Introduced strategic planning at the campus level, managed all accreditation and regulatory activity and led the regional accreditation profiling effort.

Vice President for Academic Affairs, (1999–2005)

Served as the senior academic officer accountable for academic and instructional management and student achievement; implemented a systematic process of curriculum revision and development; planned and developed new programs, created a freshmen studies department and formalized student retention initiatives. Establish program specific advisory boards that proved invaluable with curriculum and program development, and the determination of measurable program and course outcomes. Implemented policies and procedures for the hiring, ongoing development, and evaluation of faculty and academic support staff. Coordinated with faculty and staff to develop and implement individualized institutional effectiveness plans, and established academic policy.

JOHNSON & WALES UNIVERSITY 1976-1999

Vice President, Charleston, SC (1996 -1999)

Assisted the president in the achievement of key campus outcomes that included enrollment, retention, student achievement, and career placement. Served as the senior academic official with responsibility for academic and educational matters including faculty selection and evaluation, faculty and staff professional development, in-service training, accreditation, curriculum development, academic audits, outcomes assessment, and the development and implementation of a campus institutional effectiveness plan. Also responsible for providing leadership and supervision for student affairs including

student counseling, career development, residential life, student activities, and athletics and campus health services. Maintained off-site dormitory facilities for approximately 350 resident students and supervised a professional student-life staff.

Dean of Academic and Student Affairs, Providence, RI (1991 - 1996)

Oversight of a resident population of approximately 2000 students living in eight coeducational residence halls. Responsible for off-campus issues, liaison with community leaders and the mayor's office, student activities, student development, Greek life, student discipline and judicial matters, retention programs, substance abuse programs, student activities, intercollegiate athletics, and a campus safety and security department and on-campus health services. Co-advisor to the International Student Association. Co-chaired the University's efforts to obtain regional accreditation and assisted with accreditation activities for campuses in South Carolina, Florida, Virginia, Sweden, and St. Martin.

Dean of Academic Administration, Providence, RI (1980 - 1991)

Supervised the academic management staff of the College of Business, the Hospitality College, and the College of Culinary Arts. Responsible for the oversight and management of student records, coordinated accreditation activities, handled related compliance issues with state and federal agencies, and coordinated the annual preparation of the IPEDS. Coordinated accreditation and assisted with educational activities for all campuses. Involved in curriculum planning, scheduling, instruction, student counseling and a variety of retention and student development programs. Coordinated internship programs for students in culinary arts, hospitality management, and travel and tourism management; developed and implemented cooperative education programs for the Business and Hospitality Colleges, and assisted in the coordination of the FAM experience for tourism majors.

Faculty Member, Providence, RI (1976 - 1999)

Full-time faculty member in the College of Business and the Hospitality College until 1980; continued to teach on a part-time basis through 1999. Ranked as a full professor of law.

LEADERSHIP AND PROFESSIONAL ACHIEVEMENT

- Appointed by the Florida Commissioner of Education to the Florida Statewide Articulation Coordinating Committee;
- Appointed as a sector representative to the Florida Statewide Common Course Numbering System Committee;
- Member of the NEASC Regional Accreditation Steering Committee;
- Chair of the SACS Regional Accreditation Steering Committee;
- Well versed with Regional, National and Programmatic Accreditation;
- Chairman of the ACICS Commission on Collegiate Accreditation;
- Served six years as an elected Commissioner with the Accrediting Council for Independent Colleges and Schools (ACICS);
- Former Member of the Board of Directors for ACICS;
- Chair of the Business Practices Committee, the Non-traditional Education Committee, and the Educational Enhancement Committee (ACICS);
- Member of the Commission's Strategic Planning Committee and the International Accreditation Committee;
- Chair of ACICS Show Cause hearings; appointed to the ACICS Appeals Board;

- Evaluator and team chair for over 50 school accreditation visits – domestic and international;

EDUCATION

- JD, University of Massachusetts School of Law
- MPA, Bryant University, Rhode Island,
- BS, Bryant University, Rhode Island

LEGAL QUALIFICATIONS

- Former General Counsel for the New England Business College Association;
- Admitted to the bar in the Commonwealth of Massachusetts, the District of Columbia Court of Appeals, the U.S. District Court, the U.S. Circuit Court of Appeals, and the U.S. Supreme Court;
- Extensive teaching in business law, contract law, torts, paralegal and hospitality law.

PRESENTATIONS

- Strategic Planning and Goal Setting - Building a Shared Vision
- Student Privacy - FERPA – the Buckley Amendment
- The At-risk Student
- Retention Strategies and the Minority Student
- Retention Strategies for the Career College Student
- The Adult Learner – Unique Challenges and How to Address Them
- Law and Public Education
- Law in Public Secondary Education – Privacy, Search and Seizure
- Liability in the Hospitality and Foodservice Industry
- Product Liability – Design and Manufacture
- Common Law Negligence
- Students with Disabilities and the Requirements Under the ADA

COMMUNITY INVOLVEMENT

- Member Fort Myers Rotary – Paul Harris Fellow
- Two-term elected member of the UMass Law Alumni Board
- Member of the Executive Leadership Committee of the American Heart Association
- Former co-chair of the Hasbro Children's Hospital Advisory Board
- Former co-chair of the Southwest Florida Food and Wine Gala
- Active participant with the Foundation for Lee County Public Schools
- Panel member for the Fort Myers News Press – Education Market Watch
- Numerous TV appearances on Fox 4 Morning Blend
- Quoted in the local papers on educational issues, policy, and trends
- Featured in executive profile in D'Latino Magazine
- Included in the top 100 fundraisers for the Miami/Key Largo MS150 cycling event
- Participant in Relay for Life
- Former Trustee with the Chamber of Southwest Florida

EDUCATION

Ph.D., Southern Illinois University, Carbondale, IL; MBA, Golden Gate University, San Francisco, CA; M.A., Michigan State University, East Lansing, MI; B.S., Southern Illinois University, Carbondale, IL

CURRENT POSITION

Business/International Business Professor, Coordinator of Distance Education (Emeritus). Monterey Peninsula College, Business and Technology Division, Monterey, CA 93940.

Educational Consultant/Reviewer. Specializing in educational administration, career/business education, teacher training, online instruction, and professional development.

United States Vice President/International Executive Committee Member. Representing the U.S. Chapter of the International Society for Business Education (SIEC-ISBE).

SIEC-ISBE Newsletter Editor. Serving as international editor for the quarterly publication of the SIEC-ISBE Newsletter.

PROFESSIONAL AFFILIATIONS:

International Society for Business Education. Held numerous leadership positions. Currently serving as US Vice President on the SIEC/ISBE international board.

National Education Association, Content Quality Review Board. Charged with reviewing and beta testing online professional development courses offered or recommended by the National Education Association.

Accrediting Council for Independent Colleges and Schools. Serve as accreditation program reviewer and team chair on multiple visits throughout the US, Canada, and Europe..

National Business Education Association. Reviewer and writer for multiple, peer reviewed yearbooks focusing on emerging topics in business/career education.

Association of Research in Business Education (Formerly Delta Pi Epsilon), Journal of Applied Research for Business Instruction and The Journal for Research in Business Education. Reviewer of current research articles in business education.

Monterey County Civil Grand Jury. Charged with conducting and reporting on investigations of public offices in Monterey County. Chaired the Education Committee.

PROFESSIONAL HIGHLIGHTS

President, International Society for Business Education. (2009 – 2010); President Elect (2008-2009); Past President (2010-2011); U.S. Vice President on SIEC board (2015-2017).

Visiting Professor in International Management. (January 2010). AGH University of Science and Technology, Krakow, Poland.

International Business Section Editor. (2005 – 2007; 2010 – 2011). *Business Education Forum*, sponsored by the National Business Education Association.

Co-Founder and Editor. (2001-2004). *Journal of Global Business Education*, International Society of Business Education.

Editor. (2000-2009). *Case Studies in Business Education*, sponsored by the California Statewide Committee for Business Education,

NBEA Standards Task Force on International Business. (2007, 2012).

California Commission on Teacher Credentialing, Business Standard Setting Panel. (2005).

Policies Commission for Business and Economic Education, National Business Education Association. (1999); Policy Development Chair. (2000).

Instructional Development Projects:

“Teaching in Action” Training Videos for Community College Educators Series I – Active Teaching and Learning, (2008); Series II – Online Teaching and Learning (2009), Business Discipline/Industry Collaborative for Business Education Grant, July 1, 2007 – June 30, 2008; July 1, 2008 – June 30, 2009.

“Multiculturalism in Corporate America.” New course developed through the business division to be offered to meet the intercultural general education and international business program requirements. Project was funded by a Vocational Education Minigrant.

Project Coordinator, “Performance Accountability White Paper” for Teachers, Not Trainers Statewide Business Discipline/Industry Collaborative for Business Education Grant, July 1, 2001 – June 30, 2002.

Project Editor. Statewide Special Project Collaborative in Business Education grant, July 1, 2001- June 30, 2002.

ADMINISTRATIVE EXPERIENCE

International Executive Committee Member. Serves as U.S. Vice President on the international board of the International Society for Business Education (SIEC-ISBE).

Team Chair. School accreditation visits conducted through the Accrediting Council for Independent Colleges and Schools.

Faculty Coordinator of Distance Education, Monterey Peninsula College.

Department Chair, General Business Program, Monterey Peninsula College.

Executive Committee Member, VTEA Business/Industry Collaborative in Business/Computer Science Education Grant.

Division Chair, Business and Technology Division, Monterey Peninsula College.

Academic Senate President. Monterey Peninsula College.

Investigative Chair for Education. Monterey County Civil Grand Jury.

AWARDS

Academic Excellence Award to participate in the Faculty Development in International Business Program in Bangalore and Mumbai, India, January, 2012.

CIBER Faculty Scholarship to attend the Faculty Development in International Business Program in Singapore and Malaysia, January, 2011. Awarded by UCLA, USC, and San Diego State CIBER programs.

Academic Excellence Award to participate in the China Familiarization Seminar, Beijing and Shanghai, China, November 2005.

Academic Excellence Awards to present at three SIEC/ISBE international conferences in Sweden, Poland, and Ireland. Monterey Peninsula College Foundation, 2003, 2004, 2008.

Awarded CIBER Faculty Scholarship to attend the Asia/Pacific Outlook, Los Angeles, CA, March 1992; March 2002

SELECTED PROFESSIONAL PUBLICATIONS

Timm, J.A. and Monterey County Civil Grand Jury. (2016). Education: A “No Excuses” Approach to English Language Learning in Monterey County. Served as chair of this published report. Posted at <http://www.co.monterey.ca.us/home/showdocument?id=1087>

Timm, J.A. (2011). India excursion blog. Posted at <http://jtimmm2.tumblr.com>

Timm, J.A. (2011). Singapore and Malaysia excursion blog. Posted at <http://jtimmm.tumblr.com>

Timm, J.A. (2011). Basic business courses. *Online Business Education 2011 Yearbook*. National Business Education Association, 124-136.

Timm, J.A. (2009). Teaching in action video series II – A focus on online teaching and learning. *Business Discipline/Industry Collaborative for Business Education Grant Deliverable*.
http://www.calbusinessed.org/BESAC_Deliverables_2009/Teaching_in_Action/TIA_Introduction/TIA

Timm, J.A. (2009). The role of government. *Economics & Personal Finance Education 2009 Yearbook*. National Business Education Association, 57-71.

Timm, J.A. (2008). Teaching in action video series I – A focus on active teaching and learning strategies. *Business Discipline/Industry Collaborative for Business Education Grant Deliverable*. http://www.calbusinessed.org/teaching_in_action.html

Timm, J.A. and Mikkelsen, J. (2008). Global vision and local focus of accounting skills in the 21st century. *Journal for Global Business Education*, 29-40.

Timm, J. A., Olson-Sutton, J., Burns, J., Roseland, D. (2007). *International Business: National Standards for Business Education*, 99-113.

Timm, J.A., Mikkelsen, J. and Castillo, L. (2005, June). *Marketing Toolkit for Dynamic and Successful Student Leadership Organizations*. Project and paper supported by VTEA Discipline/Industry Collaborative for Business Education CCCCO Grant #04-0159.

Timm, J.A. (Editor). (2005-2009). *Case Studies in Business/Technical Education*. Sponsored by the California Business Education Statewide Advisory Committee.

Timm, J.A. (2007, October). Achieving excellence in business education. *International Conference Proceedings: Transforming Business & Management for Growth & Development*, Kingston, Jamaica.

Timm, J. A. (2007, May). Turn your course upside down! *Case Studies in Business/Technical Education*, 3-5.

Timm, J.A. (2005, December). Preparing students for the next employment revolution – Incorporating new management practices in business/CIS instruction. *Business Education Forum*, 55-59. Project supported by VTEA Discipline/Industry Collaborative for Business Education.

Timm, J.A. (2003, February). Cultural sensitivity: The key to teaching global business ethics. *Business Education Forum*, 45-47.

Timm, J.A., (Co-editor). (2000-2004). *Journal for Global Business Education*, Sponsored by the Society for International Business Education.

Timm, J.A. (2002). International business online. *Technology, Methodology, and Business Education 2002 Yearbook*. National Business Education Association, 116-130.

Timm, J.A. Teaching international business. *Instructional Excellence for Business/CIS Education Website*. <http://www.calbusinessed.org/docs/IntBusIP8-23.doc>

Selected Presentations:

Business Issues and Ethics – Creating a Vibrant Online Learning Experience.

Presentation give at the SIEC-ISBE 82nd International Conference, Albury, Australia, July 20, 2010.

Tricks of the Trade for Effective Online Teaching. Presentation given at the California Business Education Conference, Riverside, California, November 7, 2009.

Preparing for the Virtual, Global, and Green Business Environment. Presentation given at the International Society for Business Education Conference, Colchester, England, August 6, 2009.

Teaching in Action -- The Challenge of Discovery Learning. Presentation given at the Asilomar Leadership Conference in Business/Technical Education, March 2008.

Self-Leadership in Business and Technical Education. Presentation given at the CCCAOE Conference, Sacramento, CA, March 13, 2008.

New Learning for a New World: Methods and Strategies to Meet the Challenges of 21st Century Business Careers. Presentation given at the International Society for Business Education Conference, Vienna, Austria, August 2, 2007.

Are Your Students Prepared to Tackle Globalization? Presentation given at the NBEA Conference, New York, New York, April 5, 2007.

Achieving Excellence in Business Education. Presentation given at the International Conference on Transforming Business & Management for Growth & Development, Kingston, Jamaica, October 20, 2006.

Reflections on China: Implications for Teaching and Learning in Business. Presentation given at the International Society for Business Education Conference, Torshavn, Faroe Islands, July 28, 2006.

Multiculturalism in Corporate America: A New General Education Experience. Presentation given at the CCCAOE Conference, Sacramento, CA, March 3, 2005.

(b)(6)

Executive Profile

Retired Education Leader, customer-focused with demonstrated ability to deliver mission-critical results. Student oriented.

Skill Highlights

- 16 years teaching experience with Career Colleges
- 10 years at Director level leading Career Services team and as Director of the education department
- Ability to motivate team players
- 8 years leading networking program with over 500 students
- Excellent leadership and organizational skills – served as Campus Director
- Currently serve as an accrediting specialist for National accreditation organization for Career College

Core Accomplishments

Program Management:

- Managed Networking Department growth from 67 students to nearly 600 students
- Supervised staff of 23 faculty in moving program from certificate level to an Associate of Applied Science degree
- Supervised revision of curriculum from wheel 12 week curriculum
- Spearheaded and managed the editing of the Jean Andrews PC Maintenance and Troubleshooting text book. Acknowledged in front of new edition of text
- Managed Career Service department to exceed prior year results by over 15%
- Campus Director, responsible for all campus activity
- Director of Education, overseeing education department and faculty

Professional Experience

Penn Foster Coordinator

October 2014 to July 2015

Sanford-Brown College – Brooklyn Center, MN

- Provide guidance and tutoring to students working toward High School diploma
- Enroll and track progress of all students
- Advise students on selection of electives as needed
- Run reports weekly on student progress
- Matriculated 36 of 40 students successfully through to graduation

Director of Education

February 2013 to June 2014

Anthem College – St. Louis Park, MN

- Provided leadership for the campus education team
- Managed the Education Department's budget to achieve operational and financial goals
- Championed a culture of excellence and promoted student success
- Regularly sought feedback on programs curricula from faculty and industry professionals in the local community
- Submitted annual budget for department and recommended purchases to keep current
- Organized and facilitated an Advisory Board for each department to meet accreditation guidelines
- Implement an effective retention plan for the department
- Advised students in academic areas
- Assess facility and equipment in relation to current professional necessities

Campus Director

July 2011 to July 2012

Brown College – Brooklyn Center, MN

- Provided overall leadership to campus, staff, and programs to meet or exceed growth expectation
- Managed full P&L budget for school operations to meet or exceed budget
- Participated in and approved the ongoing forecasting of enrollments, starts, revenue, operational costs and staffing
- Worked with faculty and staff to foster a student centered environment
- Develop and implement strategic and operating plans in support company goals
- Foster partnerships with government, accrediting agencies, local communities in order to promote the school, its programs and outcomes
- Analyze trends and results on a regular basis making appropriate changes to prevent or overcome issues/challenges
- Ensure company policies and practices are followed, and create an environment that fosters trust, provides training/development of employees, motivating them to excel and is professional, ethical, and treats everyone with respect and dignity

Director of Career Services & Interim Department Chair for ICT

March 2005 to August 2011

Brown College – Mendota Heights, MN

- Direct and manage the Career Services department
- Improved prior year employment statistics by 10% in difficult economy
- Plan and oversee graduate career fairs on campus
- Built strategic alliances with education that result in improved employment opportunities for students
- Assisted faculty with presentations and mock interviews in classes
- Determine and manage annual budget for department
- Chair for the Student Conduct Committee for college
- Member of the Executive Committee for college
- Member of the Higher Learning Commission Steering Committee
- Schedule classes for new and current students in ICT department

- Supervise and schedule faculty in the ICT department
- Advise students on scheduling and class choices
- Interview and hire adjunct and full-time faculty as needed
- Evaluate faculty performance through classroom observations

Accreditation Evaluator

January 1998 to Current

ACICS – Washington, DC

- Evaluate career colleges for accreditation
- Specialist in Electronics, Networking, and Education
- Relations with Students
- Education Activities
- Attended and completed Chair training to lead accreditation visits

Department Chair, Radio Broadcasting and Television Production

February 2003 to April 2004

Brown College – Mendota Heights, MN

- Hired and supervised staff of 19 faculty
- Scheduled students and staff for appropriate classes, approximately 400 students
- Oversaw development of curriculum, program revisions and classroom needs to meet accreditation guidelines
- Submitted annual budget for department and recommended purchases to keep current
- Organized and facilitated an Advisory Board for each department to meet accreditation guidelines
- Implement an effective retention plan for the department
- Advised students in academic areas

Sr. Academic Advisor

March 2002 to March 2003

Brown College – Mendota Heights, MN

- Developed and implemented a retention plan for the college
- Submitted daily retention report to DOE of all at risk students
- Advised students on consequences of missing classes
- Worked with Department Chairs on current status of at risk students

Department Chair, PC/LAN (Networking) Department

March 1996 to February 2002

Brown College – Mendota Heights, MN

- Managed department growth from 67 students to over 580 students
- Hired and supervised faculty for department, scheduled students and staff for all classes
- Maintained best retention and graduation rates across college
- Managed revision of curriculum from a certificate to an associate degree program
- Developed an outstanding Advisory Board that contributed to the growth of the department

and the hiring of our graduates

- Developed and initiated on campus testing arrangement for students to take certification exams at college - administrator for exam site through VUE testing

Missionary

January 1987 to September 1994

Missionary Revival Crusade – Laredo, TX

- Taught English in public secondary schools
- Worked with National pastors in cities and villages
- Tutored individuals in English in homes

Electronics Instructor

January 1973 to December 1986; September 1994 to March 1996

Brown Institute – Minneapolis, MN

- Taught courses in studio recording and consumer audio repair
- Developed curriculum, tests, labs, and course objectives
- Designed and built recording studio for school in two locations
- Authorized MCI (Sony) technician for studio console and multi-track recording systems
- Managed inventory and maintained a consumer audio repair lab with students for the public

Education

Northwestern College 2011

Roseville, Minnesota, USA

Organizational Leadership

Master's Degree

Northwestern College 2003

Roseville, MN

Business Administration

Bachelor Degree

Graduated with Distinction maintaining a 3.96 GPA

Brown Institute 1973

Minneapolis, MN

Electronics

Associate of Applied Science

Military Experience

Radio Communications

January 1966 to December 1969

United States Navy – New London, CT

- Served 3 years on Polaris class submarine
- Earned Dolphins award for qualification on all systems with 4 stars
- Awarded Vietnam Service Metal
- Honorable Discharge

Languages

Fluent reading, writing, and speaking Spanish

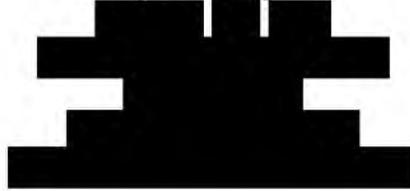
Interests

Biking, distant running, kayaking, golf, gardening, and reading

Community Service

- Organized College Blood drives since 2005, raising over 800 pints of blood through donations
- Raised over 2500 dollars in donations for American Cancer Society while running 1/2 marathon
- Volunteered with American Diabetes Association

Terry L. Campbell



Education: Currently enrolled in the Professional Studies Doctoral Program at Capella University. I completed the required course work and need to complete other program requirements.

1990 – University of Arkansas, Little Rock, Arkansas
Master in Public Administration (MPA)

1982 – University of Arkansas, Pine Bluff, Arkansas
Bachelor of Arts in Criminal Justice
Associate of Arts in Corrections

1977 – College of DuPage, Glen Ellyn, Illinois
Associate of Arts in Education

Experience: 2003-Present: Professor, Kaplan University, School of Criminal Justice
I am also an evaluator with the Accrediting Council Independent Colleges and Schools, Washington, D.C.

1998 – 2005: Associate Professor, Western Illinois University,
Law Enforcement and Justice Administration. (Specifics on
courses, evaluations, and other information available upon
request.)

1998-Present: Corrections Consultant
Staffing requirements and projections, community programs,
health and mental health care, education and vocational
development, classification issues, death row and maximum security
issues, accreditation issues, food service, death penalty witness, and
security issues

1979-1998: Retired, Arkansas Department of Corrections

*1995-1998: Warden, Tucker Maximum Security Unit. 500 bed
facility that housed maximum, super-max, and death row inmates.

*1992-1995: Warden, Varner Unit, medium and maximum
Security 1200 bed facility. Responsible for unit and Unit was

American Correctional Association Accredited.

*1988-1992: Parole Administrator. The parole staff worked to get Parole Accredited through the American Correctional Association.

*1982-1988: Assistant Warden of Treatment at the Cummins Unit- (1650 inmates-medium and maximum security) and Tucker Unit (950 inmates, medium maximum level. Inmates were youth convicted and sentenced as adults). Also responsible accreditation.

*1981-1982: Personnel and Training Officer

*1980-1981: Correctional Lieutenant

*1979-1980: Correctional Sergeant

*For 17 years I was responsible for the tactical and emergency response team.

Training: Training materials available upon request, I have approximately 30 years law enforcement and educational related training and I have been a college instructor and curriculum developer for approximately 10 years at traditional and online universities.

Professional Organizational Memberships:

American Correctional Association

American Criminal Justice Science (AJCS)

Criminal Justice Advisory Board Member, CENGAGE Learning

Harley Owner's Group, Safety Officer

Accrediting Council Independent Colleges and Schools Evaluator for Educational Activities, Criminal Justice Programs and Paralegal Programs.

Advisory Board Member, School of Criminal Justice, University of Central Florida

Advisory Board Member, School of Criminal Justice, FORTIS

Alpha Phi Sigma Advisor

Research & Service:

2011- Working with attorney in Portland, Oregon as consultant for death row appeal.

Kaplan University Course Lead Training: CJ130

Kaplan Council of Chapter Officer's & Advisory Training

Advisor for Alpha Phi Sigma

Kaplan University School Review Team & Faculty Committee Training

Book Review: SAGE Publishing, *The American Prison: Imagining A Different Future* by Francis T. Cullen, Mark K. Stohr, and Cheryl Levo Johnson

2010- Evaluator for the Accrediting Council Independent Colleges and Schools. Also received training on revisions to reports used by evaluators.

Criminal Justice School Review Team member, Curriculum Revisions & Proposals

Interviewed by various criminal justice students for projects in other classes

Center For Teaching and Learning Training

Attend monthly staff meetings

Attend the Curriculum Institute for Training and Graduation in the winter and summer 2010 terms

Attended KapLearn and completed training in Ethics and Goal Setting

Advisory Board Member for FORTIS College

Criminal Justice advisor for Alpha Phi Sigma

Attended curriculum committee training

SAGE Publishers: Prospectus Review: *Special Needs Offenders* by Lior Gideon

Attended 15th Annual TCC Worldwide Online Conference

Jones & Barlett Publishers: Ethics Workbook Review

McGraw Hill Review: Taking Sides: Clashing Views on Legal Issues

Jones & Bartlett Review: Community Corrections

Faculty Senate Member

2009-I attended ACJS in Boston, Massachusetts

Taipei, Taiwan: Guest speaker and presented discussion on Riots and Crowd Control

Performed Criminal Justice Accreditation Evaluations

Recognized as Accreditation Council Independent Colleges and Schools Evaluator of the year

Attended telephone conference meeting, University of Central Florida, School of Criminal Justice Advisory Board meeting (Member)

2008- I attended the American Criminal Justice Association in meeting in Cincinnati, Ohio

Attended meeting CENGAGE Learning Criminal Justice Advisory Board Meeting, Cincinnati, Ohio (Member)

Attended telephone conference meeting, University of Central Florida, School of Criminal Justice Advisory Board meeting (Member)

Completed book review for CENGAGE Learning, Corrections Review: Clem Bartollas and Larry Siegel

Attended TCC 2008 Worldwide Online Conference: The New Internet: Collaboration, Convergence, Creativity, Contrast, and Challenges

Evaluated Criminal Justice curriculums as Accrediting Council Independent Schools and Colleges (ACICS) Evaluator

Conducted research on retention issues in classes

Submitted proposal for staffing study, Cook County Juvenile Detention Center, Chicago, Illinois

Submitted proposal for security and key control study, Cook County Juvenile Detention Center, Chicago, Illinois

Co-authored Prospectus for Ethical Issues in Professional Criminal Justice Practice and submitted for review

Assigned to begin developments of American Criminal Justice Association, ALPHA PHI SIGMA, National Criminal Justice Honor Society Club, for Kaplan University, School of Criminal Justice

2007- I attended the regularly scheduled Kaplan University Assessment Committee and answered questions related to Criminal Justice Courses.

I was interviewed and video-taped for the Distinguished Scholar program at Kaplan University. I discussed issues related to Corrections, Jails, Probation and Parole.

Completed Book Review for Wadsworth Review Project: *Student Writing Supplement* for Rebecca Johnson, Assistant Editor, CJ, Wadsworth/Thomson Higher Education.

2006- Redeveloped CJ101 Introduction to the Criminal Justice System and CJ102 Criminology courses.

Book review, Jones & Bartlett Publishers, *Prisons and Jail Administration* by Peter Carlson and Judith Garrett.

Co-authored Corrections Certificate Program and course development for Kaplan University, Undergraduate School of Criminal Justice.

Developed CJ521 Corrections Course for Kaplan University, Graduate School of Criminal Justice.

Developed and co-authored CJ522 International Corrections Course for Kaplan University, Graduate School of Criminal Justice.

Co-authored *Ethics in Criminal Justice* Book Proposal, McGraw Hill Publishers. Proposal submitted for Peer Review and Comments.

Attend Broward County Sheriff's Department Meeting, Ft. Lauderdale, Florida to discuss training and curriculum needs.

Participated in Thomson Learning/Education Technology Committee Meeting, WebEX.

Co-authored and submitted Grant Request to National Institute Justice, Research Proposal, consequently received notice this proposal was denied yet with recognition.

Developed course description and objectives for Homeland Security and Cyber-Crime Courses, Kaplan University.

2005- Co-authored paper with Dr. S. Cox and Dr. R. Fischer, "Police Officers and Reporters: Understanding the Relationship," Published in the *Forum*, 2005. Illinois Law Enforcement Institute.

2005- Co-authored paper with Dr. S. Cox and Dr. M. Hazlett, "Social Consequences of the Incarceration of Minority Women: Evaluation of the Illinois Department of Corrections' PACT Program," Published in the *State of Corrections*, 2005. ACA Annual Conferences, New Orleans/Chicago.

2004- Editor: *Keeper's Voice*, International Association of Correctional Officer's Magazine, approximately 13,000 members from the United States, 10 Canadian Provinces, and from a wide international membership. (Until spring 2004).

2004- Co-authored paper with Dr. S. Cox and Dr. W. McCamey, "Police Patrol Allocation in Context," Published in the *Forum*, 2004. Illinois Law Enforcement Institute.

2003- Co-authored paper with Dr. S. Cox, "Monmouth Police Department Evaluation: 2003." Conducted evaluation for Monmouth City, Illinois, Mayor and City Council. Presented paper at City Council Meeting.

2003 – PACT, Parent and Children Together. Illinois Department of Correction, Decatur Unit and the Womens Treatment Center, Chicago, Illinois. Evaluation and research of mothers' incarcerated from Cook County and video-link visit with their children at a different location. Trying to establish family ties between incarcerated mothers and their children. (Grant Received)

2002 - Youth Center Training Project. I developed the training curriculum for 40-hour training session for closed custody juvenile supervision. (Stress work environment). Participants obtained the necessary knowledge and skills to supervise maximum security custody level juveniles/youthful offenders. Also, participating staff/trainers can replicate the training. Two separate training sessions provided, May and June 2002. (Grant Received).

2002 – Assisted in development of Facilitator Training curriculum, Youth Violence and Cognitive Life Skills for changing violent and Aggressive Behavior. This was funded through a grant received by Spoon River

College. I worked with Peg Shoyer, Dean of Continuing Education. This training was provided to Illinois Department of Corrections Staff.

2002 – Co-authored paper with Dr. S. Cox, and Dr. W. McCamey, “Doing the Right Thing: Why Do Some Police Officers Find It So Difficult?” Published in the *Forum*, Summer 2002. Illinois Law Enforcement Institute.

2002 – Midwest Sociological Association. Co-presenter paper with Dr. M. Hazlett. “Perceptions of Terrorism: An Exploratory Study comparing Student Responses With National and Regional Opinion Poll Results.”

2002 – Book Review request by Carolyn Meier, Editor, McGraw-Hill Higher Education. Stevens Proposal Seven Chapters, completed reviewer guidelines. Police Administration.

2002 – Illinois Law Enforcement Training and Standards Board certified the 40-hour “Juvenile Justice Closed Custody Training Curriculum.” I developed this training for another block of training. Grant received for this.

2002 – Toured Illinois Youth Center, Harrisburg, Illinois, and the Tamm’s Unit, Super-Maximum Security, Illinois. These facilities are Illinois Department of Corrections (IDOC) Units. This was in preparation of training curriculum for designated IDOC staff. I interviewed staff and developed the curriculum according to the information received and key areas suggested be covered in this training.

2002 - Book Review requested by Carolyn Meier, Editor, McGraw-Hill Higher Education, proposal for *Introduction to Political Terrorism*, by Jeffrey Ian Ross, Ph.D.

2001 –Book Review request by Carolyn Meirer, Editor, McGraw-Hill Higher Education, *Gaines-Police Administration*. Book published Fall 2002. Completed Reviewer Guidelines.

2001 -\$24,500 Grant, Illinois Department of Correction, Closed Custody Supervision, Illinois Youth Center Training.

2001 – I revised Chapter 12, “Coverage of New Issues in Corrections” included in the following books published Spring 2002. *An Introduction, The Criminal Justice Network*, Fourth Edition, Steven M. Cox and John E. Wade, McGraw-Hill, and *Juvenile Justice, A Guide to Theory and Practice*, Fifth Edition, Cox, Conrad, and Allen, McGraw-Hill.

2001 – Developed a 40 hours training course for Illinois Department of

Corrections, "Youthful Offenders, Conflict Management, Anger Management, Verbal Judo, Special Needs and Close Custody."
(Received two separate grants for development and instruction course taught at Western Illinois University and at the Kewanee Youthful Offender Facility for all staff.) Grant Received

Guest instructor at Illinois Department of Corrections Training Academy.

2000 – Developed 40 hour Training Seminar for Trainers. Illinois Department of Correction, National Institute of Corrections Grant.

Discussant for a paper: "Explanatory Approach Toward Understanding Changing Prison Inmates On-Hand Across Illinois counties in 1999" with Dr. M. Hazlett, at the Midwestern Sociological Association Conference, Chicago, IL, April, 2000.

Discussant for a paper: "Explanatory Approach Toward Understanding Changing Prison Populations Across The United States" with Dr. M. Hazlett, at the Midwestern Sociological Association Conference, Minneapolis, Minnesota, April, 1999.

Book Review, *Introduction to Police Administration*, Larry Gaines, Scheduled for Publication in 2003, McGraw Hill.

Personal Data:

I am 58 years of age, married and have two daughters.

References: Dr. Steve Cox
58 High Meadow Rd.
Macomb, IL 61455
309-333-0518

Mr. Charles Banks, Attorney
100 Morgan Keegan Drive, Suite 100
Little Rock, Arkansas 72202
501-280-0100

Rodney Ahitow
23179 N. Arrow Rd.
Cuba, IL. 61427
309-789-1011 (Home)

309-224-1011 (Cell)

Michael Bleacher



Highlights

Multiple advanced degrees
25+ years teaching at college level
20+ years leadership and management experience
Expert user of technology tools in reporting
Excellent team-building history
Expert technology auditor and technology project manager
Experience with CTE and Online delivery since inception of the idea
Expert in regulatory and compliance
Expert in curriculum design and review across multiple disciplines

EDUCATION

PhD Candidate (Computer Science)
Aspen University. Denver, CO 2017

Master of Science (Information Technology)
Regis University. Denver, CO 2011

Master of Arts (History Education)
Denver Seminary. Denver, CO 2007

Bachelor of Science (Computer Information Systems Management)
Colorado Christian University. Lakewood, CO 1997

EXPERIENCE

Dean of Faculty

Strayer University Feb 2016–Present
Direct supervision of over 60 ground and online faculty at over 70 campuses.
Curriculum committee membership and oversight.
Graduate and undergrad program oversight.
District dean of three ground campuses, Jacksonville, Savannah, and Little Rock.
Responsible for faculty credentialing and performance evaluation.
Created online training for both academic instruction and discipline-specific training.

Professor Emeritus, Computer Science

Colorado Community College System and Community College of Aurora May 1995–Present
(Retired Jan 2016, still teaching)
Teach an average of 200 technology students per year.
Presented Excellence (Instructor of the year) Award.
Nominated 3 times instructor of the year at CCA.
Served on team which created CCA's online education presence.
Taught both classroom and online since inception: Computer Science, History, and Philosophy.
Sloan C certified curriculum review and implementation.
Statewide curriculum review committee which standardized courses for all Colorado colleges and universities.
Colorado CTE Teaching Credential.
Experience with multiple online LMS's including Desire2Learn, Blackboard, Angel, and Moodle.

Director, Academic Programs and Distance Education

Everest University Online, Colorado Springs, CO Sept 2013-Aug 2014.

Supervise 30 faculty, program leads, and adjuncts, and over 2,300 students in computer science program.

Responsible for significant reduction in attrition and improved retention.

Complete curriculum review, overhaul, and update.

Maintain all records for regulatory and compliance audits.

Associate Dean – Business, Technology and Healthcare

Westwood College Westminster, CO Feb, 2010–August 2012

Supervise over 150 adjunct faculty in 14 degree-producing programs including Healthcare, MBA, Project Management, Game Software Development, Mobile Applications, and Business.

Lead a personally selected team of 7 full-time faculty and program chairs plus two operations managers.

Directed curriculum committee for all ground and online campuses.

Conceived, created, and implemented Mobile Apps including capstone to Android Marketplace.

Created Medical Office Management Program and Medical Insurance Billing and Coding degree department including all staffing, compliance reporting, and program integration.

Served as interim Dean for General Education Nov, 2011-March 2012.

Responsible for hiring, credentialing, professional development, and scheduling of all faculty.

Created faculty pay plan commensurate with class size, saving \$360,000 in annual salaries.

Created Microsoft IT Academy in conjunction with Microsoft for all 17 Westwood Campuses.

Director, Educational Technology

Community College of Aurora. Aurora, CO 2007-2010.

Manage student and faculty technology training.

Research, evaluate, plan, and implement all new technologies for instructional unit.

Hire, supervise and manage a staff of 20 adjunct trainers, two part-time staffers and workstudies.

Create innovative programs like predefined courses, hybrid and online instruction.

Serve on and chair steering committees including online faculty evaluation, faculty development, Information Technology, and consult with others such as Academic Forum, Chairs Council, etc.

Manage, train, and certify technology/computer tutor staff.

Create and schedule curriculum for all new technologies at the college.

Chief Information Officer

Penn, Schoen, and Berland. Denver, CO 2000-2002

Designed, documented and implemented wide area Internet Mail Services.

Developed service level agreements (SLAs) with external vendors.

Proposed, planned and implemented conversion from Frame Relay Wide Area Network to Digital Subscriber Link, saving 80% of WAN Costs with no impact on operations or security.

Developed inventory management and procurement system.

Set up national computer helpdesk with performance metrics.

Decreased departmental budget by 40% with no loss in performance.

Migrated the entire corporation from Novell 3.12 to NT.

Internal Customer Relations – IT Department

Conoco Oil and Energy. Englewood, CO 1998-2000

Serve as liaison between IT specialists and Conoco employees.

Train internal customers (employees) on the use of technology.

Manage Y2K conversion project for all operational software in the Rocky Mountain Region.

Managed SecureID cybersecurity project.

Track, publish, and advise on IT performance metrics to leadership.

Information Technology Commissioner

City of Centennial. Centennial, CO 1999-2004

Responsible for committee oversight of all city IT resources.

Completely installed and configured all city computer and phone systems for new city offices.

Served as liaison for city council on all technology matters.

Flight Service Manager - Inflight

Continental Airlines. Houston, TX 1988-1993

Supervise inflight personnel including pilots and flight attendants.

Federal Aviation Administration Regulation coordinator for Inflight Department, Newark, NJ.

Inflight recurrent training safety training specialist, Denver, CO.

US Military

Various leadership positions, various US and overseas locations

Aviation Aircrew

Expert in Avionics

Law Enforcement Specialist

Air Defense Brigade (National Guard) instructor

Air Base Ground Defense Specialist

Active duty – 1984-1993

Reserve duty completed, 2010 Honorable Service

US Air Force Auxiliary (CAP) – Search and Rescue Pilot

Deputy Squadron Commander, Eagle Composite Squadron, Buckley Air Force Base

Drug interdiction and law enforcement mission coordinator

PUBLICATIONS

Dean, T. (2012). Network guide to networks. Boston, MA: Cengage. – Contributing author.

Course, M. O. A. (2011). 70-236, Microsoft exchange server 2007 configuration lab manual. Danvers, MA: Wiley. – Textbook reviewer

PRESENTATIONS

“Creating simulation students love – ‘cool’ and ‘fun’ learning” Colorado Connect Conference 2015

“Canning the best courses as a starting point for adjunct faculty” ACITS Annual Meeting, 2011.

“How to Get a Grant for your Educational Programs out of a Moneyless Government” COLTT (Author), 2008.

“Getting Buy-In from Faculty for LMS use in Hybrid Classrooms” ELCC, 2008.

“Leveraging KD2L Learning Management System for your hybrid classroom” Educause 2007.

AFFILIATIONS / Licenses

Association of Information Technology Professionals – Westwood liaison

Cisco Networking Instructors Group of Denver

FAA Licensed pilot

Item of Concern #2: Section 2-3-233

The institution does not provide appropriate public notification of its show-cause status (page 5).

Response: The institution added to its website the following statement "...ACCT is currently under an ACICS Show-Cause Directive. For more information about this and ACICS, visit www.ACICS.org." This statement was placed under the following five different internet tabs and subsections of its website, which is a website that serves both the Virginia and California ACCT campuses—(1) Admissions; (2) Why ACCT; (3) California campus; (4 and 5) and the "Consumer Information Disclosure" pages for both campuses.

Attached as Exhibit 2A is copies of the website screenshots evidencing the show-cause directive's notification being placed on the website for students, prospective students, and general public to view.

Attached as Exhibit 2B is a copy of an e-mail that was sent to all of the students enrolled at ACCT and any prospective students expected to enroll in courses at ACCT which now provides evidence that current or prospective students at ACCT have actually been notified of the ACICS Show Cause Directive.

As such, the institution is in compliance with Section 2-3-233 of the *Accreditation Criteria*.

2A



of Commerce &
Technology

(<http://acct.edu>)

Making the World a Better Place, One Student at a Time

News (<http://acct.edu/category/news/>) | FAQ (<http://acct.edu/frequently-asked-questions-faq-about-acct/>) | Contact (<http://acct.edu/contact/>)

Admissions

American College of Commerce and Technology (<http://acct.edu>) > Admissions

American College of Commerce and Technology is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, sex, religion, sexual orientation, ancestry, national origin, age, handicap, or veteran status in its educational programs, activities, admission, or employment practices. Admissions personnel are available on site and online.

A student who wishes to take selected courses for personal or professional improvement may enroll as a non-degree, non-program student. Non-degree students may apply later for degree status. Credits earned by a non-degree student may be applied toward degree.

Undergraduate Admission

American College of Commerce and Technology is an open access college. The basis for admission to an undergraduate degree program is a high school diploma or a GED certificate.

Graduate Admission

Graduation from a recognized college or university with a baccalaureate degree is a prerequisite for admission to a Master's degree or a graduate program. All undergraduate majors will be considered; students may be required to take undergraduate prerequisite courses if the student's undergraduate major differs widely from the student's proposed program at ACCT.

Search for posts

Search



New student Application

(<http://apply.acct2day.org>)



Moodle Login

(<http://elearning.acct2day.org/login/index.php>)



of Commerce & Technology

(<http://acct.edu>)

Making the World a Better Place, One Student at a Time

Home (<http://acct.edu/category/news/>) | FAQ (<http://acct.edu/faq/faq-asked-questions-faq-about-acct/>) | Contact (<http://acct.edu/contact/>)

Why ACCT

American College of Commerce and Technology (<http://acct.edu>) > Why ACCT

ACCT Benefits and Advantages... that make ACCT a GREAT choice for a QUALITY education

- Affordable Tuition.
- Excellent Academic Programs
- Experienced and Highly Qualified Instructors
- Academic Advising, personal counseling and support services for students
- Great Location. Close to Washington DC and in the heart of Falls Church
- Excellent Customer Services
- Liberal scholarships available
- Students may retake courses at no charge
- Professional portfolios developed throughout program
- Technology instruction incorporated across curriculum
- Resume and job preparation incorporated across curriculum
- Active ownership – academic professionals committed to high academic standards and quality oversight and on-site
- Programs and classes are market /employer driven

Search for posts

Search



New student Application

(<http://apply.acct2day.org>)



Moodle Login

(<http://elearning.acct2day.org/login/Index.php>)



(<http://acct.edu>)

Making the World a Better Place, One Student at a Time

News (<http://acct.edu/category/news/>) | FAQ (<http://acct.edu/frequently-asked-questions-faq-about-acct/>) | Contact (<http://acct.edu/contact/>)

California Campus

American College of Commerce and Technology (<http://acct.edu>) > California Campus

ACCT is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). ACCT is currently under an ACICS Show-Cause Directive. For more information about this and ACICS, visit www.acics.org (<http://www.acics.org/>).



ACCT Alhambra California Campus



(http://acct.edu/wp-

content/uploads/2016/08/ACCT-California-campus-1.jpg)



(http://acct.edu/wp-

content/uploads/2016/08/ACCT-California-campus-2.jpg)



(http://acct.edu/wp-

content/uploads/2016/08/ACCT-California-campus-3.jpg)



(http://acct.edu/wp-

content/uploads/2016/08/ACCT-California-campus-4.jpg)



(http://acct.edu/wp-

content/uploads/2016/08/ACCT-California-campus-6.jpg)



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content/uploads/2016/08/ACCT-California-campus-2598.jpg)



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content/uploads/2016/08/ACCT-California-campus-2609.jpg)



(http://acct.edu/wp-

content/uploads/2016/08/ACCT-California-campus-2608.jpg)



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content/uploads/2016/08/ACCT-California-campus-2607.jpg)



(http://acct.edu/wp-

content/uploads/2016/08/ACCT-California-campus-2606.jpg)



(http://acct.edu/wp-

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content/uploads/2016/08/ACCT-California-campus-2602.jpg)



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content/uploads/2016/08/ACCT-California-campus-2601.jpg)



(http://acct.edu/wp-

content/uploads/2016/08/ACCT-California-campus-2600.jpg)

Alhambra, California Campus:

1000 S. Fremont Ave.
Building A10 North, Suite 10425 (Unit 91 for USPS)
Alhambra, CA 91803
(626) 766-1420 (tel:6267661420)

Campus Administrators:

Dr. Guy Langvardt, Ph.D., Chief Academic Officer

Md Shakil al Mamun, MSCIS, MSc., Director of Admissions

Dr. Cynthia Worthen, EdD., Campus Director

Admissions Email: Alhambra.admission@acct.edu (<mailto:Alhambra.admission@acct.edu>)

Approved by BPPE

 Department of Consumer Affairs
Bureau for Private Postsecondary Education (<http://www.bppe.ca.gov/>)

Search for posts

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New student Application

(<http://apply.acct2day.org>)



Moodle Login

(<http://elearning.acct2day.org/login/index.php>)



Faculty Portal Login

(<http://faculty.acct2day.us/Auth/LogOn?>

[site=faculty&R=FACULTY_URL&ReturnUrl=%2f](#))



Office 365

ACCT.EDU Email login

(<https://login.microsoftonline.com/login.srf?>

[wa=wsignin1.0&rpsnv=4&ct=1472201081&rver=6.7.6640.0&wp=MCMBI&wreply=https%3a%2f%2fportal.office.com%2flanding.aspx%3ftarget%3d%252fdefault.aspx&lc=1033&id=50request-id=726a4ff4-9d3b-4fe0-a309-58c4d2439623](#))



Pay Online

(<http://acct.edu/pay/>)



ACCT Careers

(<http://acct.edu/acct-job/>)



Suggestion Box

(<http://acct.edu/suggestion/>)



of Commerce & Technology

(<http://acct.edu>)

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ACICS Showcause Directive

American College of Commerce and Technology (<http://acct.edu>) > ACICS Showcause Directive

ACCT is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). ACCT is currently under an ACICS Show-Cause Directive. For more information about this and ACICS, visit www.acics.org (<http://www.acics.org>).

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site=faculty&R=FACULTY_URL&ReturnUrl=%2f)



Office 365

ACCT.EDU Email login

(<https://login.microsoftonline.com/login.srf?>

wa=wslogin1.0&rpsnv=4&ct=1472201081&rver=6.7.6640.0&wp=MCMBI&wreply=https%3a%2f%2fportal.office.com%2flanding.aspx%3ftarget%3d%252fdefault.aspx&lc=1033&id=50 request-id=726a4ff4-9d3b-4fe0-a309-58c4d2439623)



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ACICS Showcause Directive & SCHEV Announcement

American College of Commerce and Technology (http://acct.edu) > ACICS Showcause Directive & SCHEV Announcement

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of Commerce & Technology

Making the World a Better Place, One Student at a Time

100% of the information reported in this report is based on data collected from the campus level. The data is based on the information reported to ACICS by the institution.

Consumer Information Disclosure – California Campus

American College of Commerce and Technology (<http://acct.edu>) > Consumer Information Disclosure – California Campus

Consumer Information Disclosure
2016 Campus Accountability Report
Alhambra, CA Campus Information
Date: October 28, 2016

Beginning Population: 2

Ending Population: 29

Non-Program Enrollment: **This number is not included in the ending population*

These are the data reported to ACICS by the institution in its most recent Campus Accountability Report.

Campus Level Standards

Retention: 88%

Placement: 0%

Program Level Standards

Program Name	Retention	Placement
Accounting (Master's Degree)	100%	N/A
Business Administration (Master's Degree)	88%	N/A
Computer Information Sciences (Master's Degree)	87%	N/A

*ACCT is accredited by the Accrediting Council for Independent Schools and Colleges. ACCT is currently under a Show-Cause Directive. For more information about this and ACICS, visit www.acics.org.

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Consumer Information Disclosure

American College of Commerce and Technology (<http://acct.edu>) > Consumer Information Disclosure

**Consumer Information Disclosure
2016 Campus Accountability Report
Falls Church, VA Campus Information
Date: October 28, 2016**

Beginning Population: 594

Ending Population: 1,334

Non-Program Enrollment: **This number is not included in the ending population*

These are the data reported to ACICS by the institution in its most recent Campus Accountability Report.

Campus Level Standards

Retention: 79%
Placement: 80%

Program Level Standards

Program Name	Retention	Placement
Accounting (Bachelor's Degree)	64%	N/A
Accounting (Academic Associate's Degree)	50%	N/A
Accounting (Master's Degree)	81%	100%
Business Administration (Master's Degree)	79%	N/A
Business Administration (Academic Associate's Degree)	63%	N/A
Business Administration (Bachelor's Degree)	75%	N/A
Computer Information Sciences (Master's Degree)	81%	100%
Computer Information Sciences (Bachelor's Degree)	86%	100%
Computer Information Sciences (Academic Associate's Degree)	75%	0%

*ACCT is accredited by the Accrediting Council for Independent Schools and Colleges. ACCT is currently under a Show-Cause Directive. For more information about this and ACICS, visit www.acics.org.

2B

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News and Announcements 6.4.17



ACCT Update
Sun 6/4, 4:49 PM



 Reply all | 

Inbox



Action Items



Dear ACCT Students, Staff, and Faculty,

It's a busy time for ACCT students with only two weeks left in the spring quarter. Students are working hard and enjoying extracurricular opportunities that enhance their educational experience. Last week ACCT students visited REI Systems, an IT company, ranked 11th on the Washington Post's "Top 150 Places to Work in the DC Metro Area". This week, students are going to the World Bank on an exclusive educational tour. Don't miss out! Read below for information on upcoming events and activities:

CHANGE! GRADUATION 2017 INFORMATION *Graduation, 2017 will be held at 3 p.m. on Saturday, June 24* at the Waterford at Springfield in Springfield, Virginia. **THIS IS A NEW LOCATION**. If you are planning to graduate in 2017, please be sure to submit an application for graduation to the Registrar's Office. Application deadline is June 15. After successful completion of the application process, prospective graduates will receive additional information. Questions? Email: registrar@acct.edu.

NEW FALLS CHURCH CAMPUS HOURS/closed on Fridays NEW Campus office hours are: 9 am - 6 pm M, T, W, Th, Sa, Sun - **CLOSED ON FRIDAYS**, effective 6/2/17.

ONLINE COURSE EXAM SCHEDULE (on-campus test-taking option) *Final exams will be held Week 11 on campus, Monday, June 12, 2017-Sunday, June 18, 2017.* There will be TWO options for taking your online final exams. You may take them online or onsite at ACCT. ON CAMPUS exam times will be offered week 11 (Monday, June 12, 2017-Sunday, June 18, 2017) at the same time as your on-site class. Contact your on-site instructors for more information about the time, location, and sign up process for on campus exam-taking. A message will also be sent through your Moodle account. Online final exam taking will be proctored by Examity. The exam will open Monday, June 12, 2017, 12:00 am and close on Sunday, June 18, 2017 at 11:55 PM. This is a timed examination. Students have 60 minutes to complete the exam. A student may attempt the exam ONLY one time, so good preparation is important. Registration for the exam should be done at least 48 hours in advance. Students

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your on-site course instructor.

EARLY SUMMER QUARTER REGISTRATION SAVINGS *has been extended through Monday, June 5 only!* Students may Save up to \$150!* **Full time Students** - Save \$150 for full payment (no prior balance); Save \$75 for 50% down and approved payment plan (no prior balance). **Part time Students** - Save \$100 for full payment (no prior balance). Save \$50 for 50% down and approved payment plan (no prior balance). Summer Quarter begins Thursday, July 6. Register early, get the classes you desire, and Save! *Available to continuing Falls Church Students only.

WORLD BANK TOUR *Monday, June 5, 9:30 am* - ACCT students will enjoy a very special and informative tour of the World Bank in Washington D.C. This event is FULL. Those with reservations have received confirmation emails with directions. We hope to schedule another trip to the World Bank in the near future. For info, email events@acct.edu.

ACCT STUDENT WRITING COMPETITION Thank you and congratulations to all ACCT writers who submitted entries in the competition. Winners will be notified the week of June 4-June 10. Stay tuned!

WEEKLY ROUNDTABLE DISCUSSIONS in THE STUDENT SERVICES CENTER *12:30 pm, Saturday, June 10, in the Student Services Center- Suite 320* - Join other students, ACCT staff and faculty for a casual discussion each week. The topic for 6/10 will be "The Multicultural Experience - Social and Educational Issues" presented by Dr. Austin Yekpabo and ACCT student, Aida Dia. Weekly discussions may enhance your academic performance or career pursuits and/or enrich your social and cultural experience. There are also "open" discussion and networking opportunities each week. We look forward to seeing you on Saturday!

FREE FUN IN THE AREA Join other students for student sponsored activities. Please see the list below for upcoming activities:

Come celebrate the **Third International Day of Yoga organized by the Embassy of India** in association with Friends of Yoga. **Saturday, June 17, 2017 from 8:30 am to 10:30 am** at Sylvan Theater, National Mall, Washington DC. Contact Vandana at Singh.vandana498@gmail.com for more information.

Jazz concert at the National Gallery of Art every Friday from 5 pm to 8:30 pm. Food and drinks are available on site for purchase but feel free to bring your picnic basket and enjoy a family/friends dinner in a fantastic atmosphere. This event goes through the summer and ends on August 25.

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Activities include lawn games, table tennis competition, free outdoor movies. There is space for picnic as well. For more information visit <https://goldentriangledc.com/initiative/golden-cinema/>

Contact Aida Dia at aida.dia@acct.edu for more information about these events.

LIBRARY UPDATE - Discover hidden treasure! Stop by the ACCT library this week to discover ProQuest and Lynda Resources. ACCT has subscribed and made accessible to students 24 hours a day, a vast library of research resources and video training resources. Visit the library - check out new books in the collection recommended by your professors and ask library staff about the RICHES offered through ProQuest and Lynda Resources.

SPRING STUDY SERIES features program specific educational learning experiences in Accounting, Business and Computer Science. A **World Bank tour is scheduled for Monday, June 5. The NYC Financial District/ Wall Street Trip** tentatively scheduled for June 10 has been postponed; new date TBA (likely in August). Look for exciting info about NYC trip that may be offered in August. Additional additions and schedules changes to the Spring Study Series will be announced. Stay tuned for more details.

STUDENT SERVICES ACCT Student Services offers APA tutoring assistance, general tutoring, career assistance, and other student support and is located on the 3rd floor in suite 320. See Dr. Elisa Everts for assistance with APA writing style, resume writing and interview skills. Just stop by or email: studentservices@acct.edu to schedule an appointment.

ACICS/SCHEV Update As reported previously, the Department of Education no longer recognizes ACICS, the accrediting body of ACCT. ACCT is under a Show Cause Directive with ACICS. ACCT has been granted provisional certification by SCHEV for 18 months following the accrediting agency's loss of recognition to find a new federally recognized accrediting agency. If ACCT does not obtain new accreditation by June 12, 2018, the institution's conditional certification with SCHEV will lapse unless the executive director of SCHEV grants an extension of the period of conditional certification. SCHEV has required that ACCT not accept new students beginning May 1, 2017 until further notification. ACCT has submitted application to a federally recognized accrediting agency. If you have questions, please stop by the President's Office or see an administrator on campus.

FACULTY ADVISING/APA/RESUME WRITING SUPPORT Do you need help, information, or additional support in your academic planning or journey? The Academic Advising office is located on the 4th floor. Faculty members are there to help you in a variety of ways. Do you need extra help understanding class requirements or assignments? Do you have questions about your degree program, career paths, school policy, resources, or issues? Stop by

 Reply all |   Delete  Junk |  ...



ACCT Update

"When was the last time you did something for the first time?" Anonymous

Welcome to the American College of Commerce & Technology

A Personal Message from the President

You have taken the first step toward an exciting and rewarding career. We have helped many students like you to find a place along the career ladder of your choice.



We offer high quality instruction and affordable tuition for our students. We offer various scholarships to those who qualify and interest-free payment plans. You will find that all of our staff and faculty are here to help you to achieve your objectives. Our staff and faculty are highly experienced, both academically and professionally. We are committed to small class sizes; intensive, personalized and relevant instruction; and high standards of learning. Our faculty and staff are flexible and committed to student success both academically and professionally.

We want each student who completes one of our programs to be qualified for at least entry level professional employment when he or she leaves us. To that end, we also provide career counseling and assistance in finding employment.

We appreciate you for your interest in the American College of Commerce & Technology. We look forward to a mutually rewarding and productive journey as you develop your employment skills and achieve your academic objectives. Our goal is to make the world a better place, one student at a time.

William V. Schipper, Ph.D.
President & Chief Executive Officer
American College of Commerce & Technology

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This Catalog is an official publication of American College of Commerce & Technology (ACCT). As such, it is subject to revision at any time. The College reserves the rights to add, withdraw, or revise any course, program of study, provision, or requirement described within the Catalog as may be deemed necessary. Occasionally, program requirements will vary by the printing date of the Catalog.

The tuition, fees, program graduation requirements, and other rules described in this Catalog apply to all students who enroll at ACCT while the Catalog is in effect.



Academic Calendar

Calendar 2017

A normal academic year consists of four quarters. Most classes meet at least 11 times, on average per quarter. Any canceled classes due to inclement weather or holidays will be made up by the end of each quarter. The application deadline and deadline to register for new courses for each quarter is prior to the end of the first week of the quarter.

Winter Term 2017

January 3 - Tuesday	Winter Classes Begin
January 10 - Tuesday	Last day to drop with full refund
March 20 - Monday	Winter Classes End

Spring Term 2017

April 3 - Monday	Spring Classes Begin
April 10 - Monday	Last day to drop with full refund
June 18 - Sunday	Spring Classes End

Summer Term 2017

July 6 - Thursday	Summer Classes begin
July 13- Thursday	Last day to drop with full refund
September 20- Wednesday	Summer Classes End

Fall Term 2017

October 2 - Monday	Fall Classes begin
October 9 - Monday	Last day to drop with full refund
December 17 - Sunday	Fall Classes End

Holidays

The following holidays are observed and no classes are held:

- Martin Luther King Day (January 16)
- President's Day (February 20)
- Memorial Day (May 29)
- Labor Day (September 4)
- Halloween (Oct 31, no classes for 6 pm schedule)
- Thanksgiving Day holiday (4th Thursday, Friday, Saturday, and Sunday in November)

Standard Hours of Operation:

Monday through Friday: 9 am to 10 pm

Friday, Saturday and Sunday: 9 am to 6 pm

General Information

Mission

ACCT's mission is to offer affordable academic undergraduate and graduate degree and non-degree programs designed to help students develop skills and competencies to enhance their professional careers.

Vision Statement

In the twenty-first century, the American College of Commerce & Technology will be a leading regional institution of higher education, offering high quality programs in a nurturing atmosphere where quality is always dictated by the needs of our principal consumers - our students. The College will attract and retain a dedicated professional staff and credentialed faculty recognized for expertise in their fields and who excel in the art of teaching.

Goals

The goals of ACCT are to:

- Maintain up-to-date curricula which are responsive to the current and future needs of students.
- Match expected learning outcomes to employer demands and expectations for skill development in students.
- Match student goals with appropriate programs of study.
- Employ faculty with experience in both academic and professional fields.
- Ensure affordability by tailoring scholarships, loan, grants, and financing to match the needs and circumstances of our students.
- Develop a culture of continuous improvement in the delivery of our mission.

History

The American College of Commerce & Technology (ACCT) was founded in 2009 by a group of experienced educators with the goal of providing students with an affordable education that links academic theory with the latest in real-world applications. The curriculum is based on contemporary issues faced by leaders in the national and international workplace. Courses, programs, and resources have been specifically designed for this process.

In 2010, ACCT was certified to operate as an institution of higher education in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV).

In 2011, ACCT was approved by the Virginia Department of Veterans Services to provide education and training to veterans and became an approved training provider of the Northern Virginia Workforce Investment Board.

In February 2013, the College was authorized under federal law to enroll non-immigrant students.

In April 2015, ACCT was accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award: Master's, Bachelor's, and Academic Associate's Degrees.

ACCT is an approved TOEFL, DANTES/DSST, and CLEP Test Center.

ACCT is a member of the Falls Church and Vienna - Tyson's Corner Chambers of Commerce.

Terms

The College operates on a quarter system, with four quarters per calendar year. Most courses consist of eleven class sessions, for 4.5 quarter credit hours.

Degree Programs

The College's degree programs are designed to respond to market and/or employers' needs and demands. Students gain the technical and "soft" skills necessary to enter or advance in their chosen profession. Classes are offered both in-class and on-line. Graduate students also have opportunities to participate in a curricular practical training offered by ACCT in partnership with sponsoring employers.

Certificate and Degree programs offered by the American College of Commerce & Technology include:

Certificate Program

- English as Second Language (non-credit)

Associate of Arts Degree Programs

- Accounting
- Business Administration
- Computer Information Sciences

Bachelor of Science Degree Programs

- Accounting
- Business Administration
- Computer Information Sciences

Master of Science Degree Programs

- Accounting
- Business Administration
- Computer Information Sciences

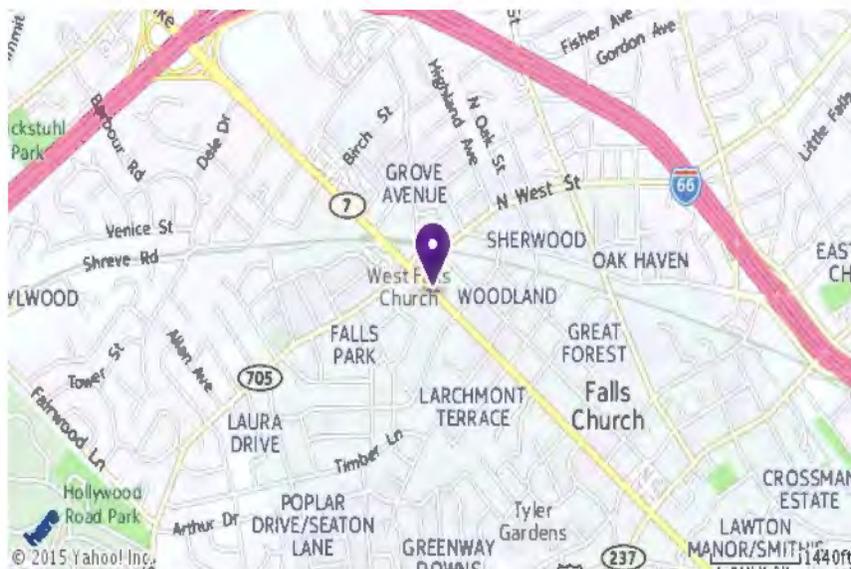
Main Campus Location

803 West Broad Street, Suite 100
Falls Church, VA 22046
Telephone: 703-942-6200

Fax: 703-942-8791
Website: acct.edu



American College of Commerce & Technology 803 West Broad Street, Suite 100, Falls Church, VA 22046



Directions

From I-95 North toward Washington, DC

- Take I-95 North towards Washington, D.C.
- At the Springfield Interchange, take exit 170B towards I-495 North (Capital Beltway) to Tyson's Corner/ Falls Church.
- Take the Route 7 East/Leesburg Pike exit (47B) toward Falls Church.
- Follow this for approximately 3 miles to 803 West Broad St. Ste. 100.

From I-95 South towards Washington, DC

- Take I-95 South towards Washington, D.C.
- Take exit 27 to I-495 West (Capital Beltway) toward Silver Spring.
- Take the Route 7 East/Leesburg Pike exit (47B) toward Falls Church.
- Follow this for approximately 3 miles to West Broad St. Ste. 100.

From Route 50 East or West

- Take the Seven Corners exit to Route 7 West.
- It is approximately 2 miles from Seven Corners to 803 West Broad Street. Ste. 100

From the Dulles Toll Road

- Take the Route 7 exit.
- Stay on Route 7 East through Tyson's Corner and into Falls Church.
- Route 7 becomes "Broad Street." Our address is 803 West Broad Street, Ste. 100.

How to Reach Us by Metro (Rail/Bus)

The College is accessible from the East and West Falls Church Metro Stations, though you may wish to take a bus or taxi as the walk is fairly long.

Parking

ACCT has free parking that is available at the front and side of campus. Parking lots are lighted, and have clearly marked spaces for handicapped parking.

Classrooms

Classrooms are easily accessible and modern, providing an excellent educational environment. ACCT provides the campus community with wireless access to the college's computer network and to the internet.

Most classrooms and computer labs have wired and wireless network access. Most classrooms are fully equipped with LCD projectors, speakers, and white boards/projection screens.

Library Resources

The College has a library for both student and faculty to use, with hard cover reference works, books, and textbooks relevant to all programs of study. The library also has an array of business, computer, and accounting magazines and journals for faculty and student use.

The library is complemented by ProQuest™, an online library database that provides 24 hours/7 days a week access to journals, news, and magazines. This includes two major databases – Regional Business News, which incorporates full text coverage of more than 80 regional business publications covering all metropolitan and rural areas within the United States, and Business Source Elite, a database of full text articles from over 1,000 business publications dating back to 1985. Also included are over 10,100 substantial company profiles from Datamonitor™. ProQuest™ is available to our enrolled students, faculty, and staff via the college website, both on-and-off campus.

Moodle™ Learning Management System

In order to facilitate access of all course materials for every student, regardless of whether the course is conducted on campus or online, ACCT has adopted the Moodle™ Learning Management System. Through the Moodle™ system, students have access to materials related to each course from anywhere in the world on a 24 hour per day, seven day per week basis. All students must have all required hardware and software to ensure access to Moodle.

The minimum hardware and software requirements for Moodle are as follows:

Hardware

- Disk space: 160MB free (min) plus as much additional space to store materials. 5GB minimum recommended.
- Processor: 1GHz (min), 2GHz dual core recommended.
- Memory: 256MB (min), 1GB or more is strongly recommended.

Software

- Google Chrome 30.0
- Mozilla Firefox 25.0
- Apple Safari 6
- Microsoft Internet Explorer 9

Student Records

All student grades and admission information are maintained by the College for a period of five years from the last day of attendance. Student transcripts are kept on file permanently.

Mandatory Email

Every ACCT student is required to have an active e-mail address on file. If a student does not have an active e-mail address, he or she can use an account provided by ACCT. ACCT official notices will be sent to the e-mail address on file.

Transcript Requirements

Applicants must submit official transcripts as part of the admission requirements to ACCT. Students applying to ACCT as entering undergraduate students without transfer credits are exempt from this rule; however, they must have successfully earned a standard high school diplomas or higher.

Academic Record and Transcript Control

Access to the permanent educational record is guaranteed to every student, subject only to reasonable regulation as to time, place, and supervision. Transcripts of academic records are issued by the ACCT Registrar. Official transcripts are released to other institutions of education or agencies upon a student's written request and only after the student has completed at least one course at ACCT without any outstanding balance due to the school. Fees for this service may apply.

Confidentiality Policy

The American College of Commerce & Technology protects the privacy of student records, including address, e-mail address, phone number, grades, financial information, and attendance records.

Student Health Insurance

The American College of Commerce & Technology recommends students to have adequate health insurance while enrolled in the College. Should you have any questions regarding a student health insurance plan, contact the Admissions Department or Student Services office.

Student Services

ACCT offers the following services to all enrolled students:

- Advising, mentoring, and tutoring English proficiency development
- Academic counseling
- Cultural and technical field trips and conference participation
- Student lounge
- Social events
- Technology support
- Disability support

Any student wishing to take advantage of these services should contact the Student Services office.

Career Services

ACCT provides various career advising and placement services to its students. The Student Services office holds seminars advising students on job-searching strategies, resume building and review, and job interview techniques. ACCT has paired with a local business which has agreed to interview qualified ACCT graduates. Students and alumni can meet with staff at the Student Service office for additional details.

Faculty Advising

ACCT faculty members are available to serve as advisors to students to assist in planning students' programs of study each quarter. Students are encouraged to seek information and assistance from their faculty advisors in planning their programs of study. Faculty advising sessions are available in the academic department during the normal operating hours in the advising offices.

Student Grievance Policy

Any student who has a grievance with the College or an instructor should first discuss the problem with the instructor. If a resolution is not reached, the student should file a written complaint and submit it to the academic deans of his or her program, asking for a written response. Barring extraordinary circumstances, complaints must be filed during the academic term, or the next academic term immediately following the term, in which the event of concern occurred. The complete grievance procedure is as follows:

First Step - Anyone with a grievance or complaint may request an individual conference with the instructor or staff member to discuss the matter.

Second Step - If a satisfactory resolution to the problem is not reached, the aggrieved party should seek guidance from an academic dean.

Third Step - If the previous steps have not solved the grievance within 48 hours of the incident, the aggrieved party must present to the Chief Academic Officer, in writing, all facts of the grievance.

Within fourteen days, upon receipt of the written information, the Chief Academic Officer will schedule a Grievance Committee hearing. The time of the meeting will be communicated in writing to all parties. The Committee will consist of the Chief Academic Officer or his appointee, an academic dean, and two staff or faculty members not involved with the incident in question.

Persons involved with the incident are welcome to attend the hearing, and parties involved will be given the opportunity to discuss the grievance. The Grievance Committee will then excuse all parties involved in the grievance and review and conclude the case. The decision of the Committee will be communicated to those involved in the incident within ten days, unless the committee postpones making a decision in order to allow for the gathering of additional information. However, if a decision is postponed, a date for the follow-up meeting should be set prior to adjournment.

Should a satisfactory resolution of the problem not be obtained, the student may contact either SCHEV or ACICS at:

SCHEV

James Monroe Building, 9th Floor

101 North 14th Street

Richmond, VA 23219

Phone: (804) 225-2600

Fax: (804) 225-2604

Or you may file a complaint online at: www.schev.edu

ACICS

750 First Street, N.E., Suite 980

Washington, DC 20002-4223

Phone: (202) 336-6780

Fax: (202) 842-2593

Or you may file a complaint online at: www.acics.org

Students who file a complaint will not be subject to unfair treatment or adverse actions by the College as a result of initiating a complaint proceeding.

Schedule of Fees

Effective March 13, 2017

- Application fee - \$60 (nonrefundable)
- Application fee for graduation (degree programs) - \$150
- Transcript fee - \$10
- Rushed transcript fee - \$20 per copy (includes transcript)
- Registration fee - \$60 per quarter (nonrefundable)
- Academic Resources fee - \$300 per quarter (full-time)
- Academic Resources fee - \$150 per quarter (part-time)
- Academic Resources fee ESL - \$100 per quarter
- Late Registration, First day of quarter - \$100
- DANTES/DSST Test Fee - \$40
- CLEP Test Fee - \$40
- English Language Diagnostic Fee - \$50
- Life Experience Application fee - \$100
- Extended Payment Plan fee- \$50
- Late Payment fee - \$40
- Leave of Absence (LOA) Fee - \$10
- ENG 050 Module - \$50

Schedule of Tuition

- Undergraduate Tuition - \$750 per class
- Graduate Tuition - \$1,300 per class
- CPT Extension - \$400
- ESL - \$2,000 per level

Estimated Total Charges

- Total Charges for a Quarter (Associates, Undergraduate) - \$2,610
- Total Charges for a Quarter (Masters) - \$2,960
- Total Charges for the Entire Program (Associates) - \$17,580
- Total Charges for the Entire Program (Bachelors) - \$35,100
- Total Charges for the Entire Program (Masters) - \$17,820
- Total Charges for the Entire Program (ESL) - \$ 12,960

Refund Policy

Students who withdraw from classes may be entitled to a refund. Refunds are processed according to the chart below:

Withdrawal Date	Tuition Refund
End of the 1 st week of the term	100%
Less than 25% of the Term	75%
25% and up but less than 50%	50%
50% and up but less than 75%	25%
75% and up	No Refund

An applicant not accepted by the school is entitled to a refund of all monies paid, except the application fee.

ACCT does not participate in the federal student financial aid program.

Three-Day Cancellation: An applicant who provides written notice of cancellation within three business days, excluding weekends and holidays, of executing the enrollment agreement is entitled to a refund of all monies paid to the school, excluding the non-refundable application fee.

Other Cancellations: Applicants who request cancellation more than three days after executing the enrollment agreement and making an initial payment, but prior to the first day of class, are entitled to a refund of all monies paid, less the non-refundable application fee and registration fees.

All refund requests must be submitted within 45 days of the determination of the withdrawal date.

Installment Payment Plan Policy

All students are eligible for the ACCT Payment Plan Program, which allows students to pay each quarter's balance over the course of the term and usually have three month terms. The due dates for each installment are noted in the ACCT Extended Payment Plan Agreement. Complete payment is due by the end of each term. However, this requirement may be waived with written permission from the President or his appointed representative. The extended payment plan fee is \$30 per quarter and is due at registration. There will be a \$40 late fee for any missed monthly payment. Students should have a zero balance, or be participating in the ACCT Payment Plan Program, in order to be eligible to enroll in subsequent quarter classes.

Scholarships, Grants, and Incentives

All ACCT Scholarship and Grant Applications are due no later than seven calendar days prior to the start of an academic term in order to be considered for that term. Students wishing to apply for any ACCT scholarships noted below must complete the application form and bring it to the office of the business office for review and approval. Scholarships are toward tuition only and cannot be refunded for cash. All scholarship recipients must meet the following conditions:

- Students cannot have any outstanding balance and/or must be up-to-date with their payment plans.
- Students can only apply to one of the scholarships during his/her program.
- The Deadline for each scholarship is before the first official day of class.
- All Required English requirements must be satisfactorily passed.

Additional requirements for specific scholarships are provided below:

PRESIDENTIAL SCHOLARSHIP:

Is available for eligible, full time students who pursue their degree at ACCT and can demonstrate and document financial need due to life changes or unexpected life events.

- Total Award Amount: \$600 a quarter
- Duration: Up to 3 quarters per approval

MERIT SCHOLARSHIP:

Is available for Academic Excellence with a *Merit Scholarship*.

- Students must have completed at least 6 courses for graduate or 9 courses for undergraduate
- Minimum cumulative GPA of 3.6
- No "R" or Repeats allowed on transcript
- Total award amount: \$500
- Duration: One-Time only

LOYALTY/ CONTINUATION SCHOLARSHIP:

Is available to full-time students who graduated from ACCT and seek to continue a second degree from ACCT.

- Total Award Amount: \$600 a quarter
- Duration: Up to program completion

ACCT FAMILY SCHOLARSHIP:

Is created to encourage families to study together and not be burdened with overwhelming financial challenges. If a family member withdraws or is no longer an active student, then the ACCT Family Scholarship will immediately be dropped from the student that remains. Criteria to be eligible include:

- Immediate family members only (defined in relation as parents, spouse, and siblings) that attend simultaneously.
- Official documentation must be presented at time of application proving direct family relationship.
- Total Award Amount: \$200 off each class
- Duration: Quarterly

ECONOMIC DEVELOPMENT GRANT:

ACCT believes in making the world a better place, one student at a time. ACCT reaches out to students in underdeveloped countries where economic disadvantages may hinder their pursuit of U.S. higher education. The Economic Development Grant is offered to students in the “Top 100 Poorest Countries in the World.”* This on-line only grant is offered to students taking classes while living in one of these countries. If a student moves or changes addresses to a country not outlined in the top 100, then the Grant is automatically surrendered.

- Total Award Amount: 75% tuition.
- Duration: While residing in one of the designated countries.

ACCT encourages students to finish their studies in the US at one of our campuses in order to complete their degree, as only 50% of classes taken for a program can be completed online.

*The Poorest Countries in the World based on GDP (PPP) of a country, as defined by Global Finance Magazine (2015). See the Business Department for a complete list of countries.

MILITARY VETERANS SCHOLARSHIPS:

As an appreciation to Veterans of the armed services, ACCT is proud to provide a 25% scholarship to veterans who apply and can show proof of active or previous enrollment in the armed services. This discount applies to the Veteran and immediate family members.

- Total Award Amount: 25% tuition
- Duration: Up to 3 consecutive quarters

EDUCATIONAL BENEFITS:

Employees of ACCT are eligible for educational benefits.

- Part-Time Employees are eligible to receive a benefit of 50% tuition.
- Full-Time Employees are eligible to receive a benefit of 90% tuition.

Benefits are toward tuition only and not fees, and start with the next full quarter after date of hire, and only while employed at ACCT. Student must be in good academic and financial standing to continue to receive benefit.

Definition of Full-Time Employee is a benefit-eligible, permanent Full-Time employee. Educational benefits are extended to immediate family members of Full-Time employees.

For Shareholders, educational benefits remain at 100% for the shareholder, and 90% for immediate family members of shareholders.

Benefits are intended to be capped at 3 undergraduate classes, or 2 graduate classes, each quarter. Exceptions may be made with approval IF the student is in his/her last intended quarter of study before graduation.

See HR for complete details.

PRESIDENT’S EARLY REGISTRATION PROMOTIONAL INCENTIVE:

Approximately one month prior to the beginning of each quarter, the President of ACCT may announce the “President’s Early Registration Promotional Incentive” opportunity available to all ACCT students who have already attended courses at ACCT.

For the one week (or specified timeframe) designated by the President, students who have already enrolled and are attending ACCT must register for their coursework for the upcoming academic term during this timeframe and will receive the opportunity to not only register for his/her coursework for the upcoming academic term, but during this designated timeframe, as the student registers, he/she will also have their Academic Resources Fee and their Registration Fee waived or partially waived for the upcoming term for registering for their coursework early. The “President’s Early Registration Promotional Incentive” opportunity allows students who register early the opportunity to have of their academic fees owed to the institution waived or partially waived. This incentive is open to all students at ACCT who have an approved payment plan and/or have a zero balance owed the institution at the time of registration. This incentive affects only the “President’s Early Registration Promotional Incentive” and there is no waiving of tuition at ACCT for students participating in this program.

The "President's Early Registration Promotional Incentive" is not available to students who have not yet matriculated. Thus, a student must have attended at least one academic term at ACCT to be eligible for the opportunity to participate in the "President's Early Registration Promotional Incentive." If a student has a question about the "President's Early Registration Promotional Incentive" and/or wants to participate in the promotion, the student should contact Ernesto Ragunton, Director of Student Financial Services.

NOTE:

ACCT reserves the unilateral right to change or terminate any or all of the benefits outlined in these scholarships, grants, and incentives policy anytime.

Lost & Found

Items found on campus will be turned in to the Student Services Office. To inquire about any lost or misplaced items, please contact the Student Services Office.

Student Use of ACCT Facilities

Students are welcome to use the facilities of the ACCT but are not permitted to remain in the ACCT building space after ACCT hours of operation without faculty supervision.

Student ID Cards

Each student is issued an ACCT Student photo ID card. The ID card is to be carried on campus at all times for security purposes.

Academic Information for Degree Programs

Class Hours and Units of Credit

ACCT operates on a four-quarter per calendar year system, with day, afternoon, evening, weekend and online classes. For most courses, students earn 4.5 quarter-credit hours upon successful course completion. Curricular Practical Training Externship Extension courses (590, 1-6) earn 0 credits.

Course Numbering System

Course numbers are as follows:

- 000-009 Non-credit courses
- 100-299 Associate's and Bachelor's level courses
- 300-499 Bachelor's level courses
- 500-599 Master's/graduate level courses

Degree and Graduation Requirements

Undergraduate students must achieve a Cumulative Grade Point Average (CGPA) of at least 2.0, complete all required courses in the program, and complete at least 90 credits to earn an associate's degree, and 180 credits to earn a bachelor's degree. At least 6 classes (27 credits) must be completed in residence for the associate's degree program and at least 12 classes (54 credits) in residence for the bachelor's degree program.

A student who is admitted to a bachelor's degree program may, during the course of his or her program, fulfill all of the requirements for an associate's degree. Such a student may apply to receive the associate's degree, assuming that they have also fulfilled the residency requirements for the degree, and pay requisite fees, and any balances outstanding. Earning an associate's degree in this manner will not otherwise affect the student's bachelor's program.

Graduate students must maintain a CGPA of at least 3.0, complete all required courses in the program, and have at least 54 quarter hours of credit to earn a master's degree. At least 8 courses (36 credits) must be taken in residence for the master's degree program.

Elective courses may be matched to core or required classes with the permission from the academic dean on a case-by-case basis.

Grading and Credits System

Program credits for all programs are awarded in quarter-credit hours. One quarter credit hour of instruction in the traditionally delivered courses consists of a minimum of 10 classroom lecture periods of not less than 50 minutes each and assumes outside reading and/or preparation; or 20 laboratory clock hours where classroom theory is applied and explored, or manipulative skills are enhanced; or 30 hours of external discipline-related work experience with indirect instructor supervision or employer assessment; or an appropriate combination of all three.

Student grade-point average (GPA) for all programs is computed by the following formula:

$$\text{CGPA} = \frac{\text{Total Quality Points Earned}}{\text{Total No. of Courses Attempted}}$$

Grade	InterpretationQuality	Points
A	Excellent	4
B	Satisfactory	3
C	Moderate Satisfactory	2
D	Marginal Performance	1
F	Failure	0
I	Incomplete	NA
W	Withdrew	NA
R	Repeat	NA
TC	Transfer Credit	NA
LE	Life Experience Credit	NA
AS	Advanced Standing Credit	NA
S	Satisfactory	NA
U	Unsatisfactory	NA

The following criteria determine a letter grade associated with a quality point value/description:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

The above grading applies to all associate and bachelor level courses numbered 100-499. However, "D" grades will not be considered for graduate level courses 500-599.

I = Incomplete, Incomplete Grades

Incomplete grades do not factor into a student's grade point average; however, they do count as credits attempted for purposes of satisfactory academic progress (SAP).

W = Withdrawal

Indicates withdrawal from a course prior to its conclusion and do not factor into a student's grade point average; however, they do count as credits attempted for purposes of satisfactory academic progress (SAP).

R = Repeat Class

R grades are not calculated in a student GPA. However, they do count as credits attempted for purpose of satisfactory academic progress.

TC = Transfer Credit

Transfer credit from other institutions must be comparable in content to those offered at the American College of Commerce & Technology. Transfer credit is not calculated in a student GPA; however, they do count as credits attempted for purpose of satisfactory academic progress.

LE=Life Experience Credit

Represents credit awarded for previous professional training or work experience provided that the learning objectives of particular courses are matched for undergraduate courses. Students may apply for undergraduate credit for previous education, training or work experience. The application must be submitted on ACCT's "Life

Experience Application Form” to the Registrar. The academic portfolio advisor will evaluate the application portfolio to determine if the documented experiences match the learning objectives of courses in the student’s curriculum. Any awarded credits are entered onto the student’s curriculum sheet and transcript as “LE” (Life Experience). The credits do not affect the student’s grade point average; however, they do count as credits attempted for purpose of satisfactory academic progress. The application and documentation are kept among the permanent records of the College.

Life Experience applications are reviewed in accordance with the following standards of the Council for Adult Experimental Learning (CAEL):

1. Credit or its equivalent should be awarded only for documented learning, and not for experience;
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public;
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes;
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts;
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted;
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning;
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process;
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded;
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform; and
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and state of the assessment arts.

No more than 30% of the required credits may be awarded to a student for life/work experience.

AS =Advanced Standing

Advanced standing is the administrative placement of a student beyond the basic or first course(s) in a curriculum. Students must submit a portfolio consisting at least, but not limited to, a resume and documentation of academic related achievements and experiences which relate to identified courses in the student’s curriculum. Any credits approved by the respective department head will be entered onto the student’s curriculum sheet and transcript as “AS” (Advanced Standing). The credits do not affect the student’s ACCT grade point average; however, they do count as credits attempted for purpose of satisfactory academic progress.

S = Satisfactory

Has successfully completed the requirements for non-credit courses.

U = Unsatisfactory

Did not meet the requirements for a non-credit course and needs to repeat it.

Grade Notification

Students' final grades are available via checking their transcript five days after the end of the term.

Transfer Credit

Transfer credit from other institutions must be comparable in content to those offered at the American College of Commerce & Technology. Credits earned in a country other than the US must be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES). The maximum number of transfer credits allowed is: 63 for associate's degree programs; 126 for bachelor's degree programs; and 18 for master's degree programs.

To receive credit from previous college or university coursework, submit official transcripts to the admission office. Each transfer course is evaluated separately. The evaluation includes a review of the description, credits, and grade of each course. Undergraduate transfer grades must be C or better and graduate transfer grades must be B or better. All transfer credit accepted by ACCT is recorded on the student transcript with the designation "TC" but the credits will not affect the student's grade point average; however, they do count as credits attempted for the purpose of satisfactory academic progress.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT ACCT

The transferability of credits you earn at ACCT is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in your program is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ACCT to determine if your credits will transfer.

ACCT does not currently have an articulation or transfer agreement with any other college or university.

Incomplete Grades

A student who receives a grade of incomplete or an "I" is required to make up missing work within 30 days of the start of following quarter. If the work is not completed and approved by the instructor within the following quarter, the grade converts from I to an F. Incomplete grades do not factor into a student's grade point average; however they do count as credits attempted purposes of satisfactory academic progress.

Grade Disputes

Grade disputes may be raised only after the final grade for a course has been issued and must be raised by the student with the instructor within 60 days after the end of the quarter in which the grade was awarded. The student must submit a written justification and supporting documentation for disputed grade to the instructor of the course. The instructor and/or department heads will meet with the student and/or provide a written explanation that includes the final grade calculation as specified by the syllabus grading criteria.

Enrollment Dates

Students may enroll in classes up to the start of the second meeting of any class. Students may not enroll in any class that has met twice without the permission of the instructor.

Attendance Policy

Faculty are required to take and report attendance for each class meeting. Students are expected to be on time and attend all scheduled classes. Students are responsible for the material covered in each class regardless of the reasons for absence or tardiness. Faculty cannot grant requests for excessive amounts of make-up material.

Students who do not attend class may be withdrawn per ACCT's Unofficial Withdrawal Policy. Any student that receives four or more absences in a class may receive an automatic "F" grade for the course.

Students who miss several class meetings due to circumstances beyond their control may apply to a faculty member for additional time to complete the course. Examples of such circumstances include serious illness of the student, military deployment, unforeseen travel requirements, extreme weather conditions, a change in the student's work schedule, serious illness of an immediate family member for whom the student is the primary caregiver, or death of an immediate family member.

All students are expected to arrive to class on time. Late attendance is disruptive to both the instructor and students. If a student is tardy for a class more than the instructor deems advisable, the instructor will report the issue to the student's program director for appropriate action.

Student Withdrawal from a Course

A student may withdraw from a course at any time prior to its conclusion, in which case the student shall receive a grade of "W".

Administrative Course Withdrawal

After a student is absent in a course for 14 calendar days, ACCT will make a determination on whether that student should be withdrawn from the course.

Withdrawal from the College

A student choosing to withdraw from the school after the commencement of classes is to provide a written notice to the Director of the school. The notice must include the expected last date of attendance and be signed and dated by the student. A student may be deemed withdrawn from the institution if the student misses four consecutive scheduled instructional days from all classes. For mini-sessions, a student will be deemed withdrawn from the institution if they miss two consecutive scheduled days of all classes (non-credit courses may have different attendance requirements).

After withdrawal from the College, a student may resume enrollment within three quarters after the last quarter of enrollment in which the student completed a course. After three quarters of non-enrollment, the student will need to reapply to the College, including payment of the non-refundable application fee. The student will also be bound by the Catalog under which the new admission occurred unless the student receives permission in writing from their dean to complete their program under the Catalog under which they were earlier enrolled.

Leave of Absence

The College may grant a leave of absence (LOA) in the case of a student's prolonged illness or accident, death in the family, or other special circumstances that make attendance impossible or impractical. A student must fill out a LOA form and get approved prior to taking the leave. A leave of absence is an approved leave of absence if the conditions are met as follows:

1. The student followed the institution's policy in requesting the leave of absence and submits a signed, dated request with the reasons for the leave of absence.
2. The College determines that there is a reasonable expectation that the student will return to the school.
3. The school approved the student's request in accordance with the published policy.
4. The leave of absence does not exceed 180 days in any 12-month period.
5. Upon the student's return from the leave of absence, the student is permitted to complete the coursework he or she began prior to the leave of absence.

If a student does not resume attendance at the institution on or before the end of an approved leave of absence, the student is treated as a withdrawal and the date that the leave of absence was approved should be considered the last date of attendance for refund. No monetary charges or accumulated absences will be assessed to the student during a leave of absence.

Repeat Course

Effective Spring 2017 term, repeated classes are billed at the same rate as classes taken by student for the first time.

Cancellation of Courses

ACCT will process a refund for courses canceled.

The College reserves the right to cancel a course if there is insufficient enrollment. Any such cancellation is usually done prior to the first day of class. Affected students are notified by phone, email, and/or mail and are given assistance in enrolling in a suitable replacement course.

Emergency Cancellation of Classes

In case of inclement weather or other emergency situations, the College will announce publicly the cancellation of classes. Students may view emergency announcements on the web site at www.acct.edu or may call the local campus phone number for recorded information. When cancellation of classes is necessary, instructors may arrange for additional class meetings or study assignments to compensate for attendance time.

Auditing a Course

Students desiring to audit a course without taking the examination or receiving credit for the course may do so by registering to audit that course. Students desiring to audit a course must register in the usual manner and pay the normal tuition. Audited courses carry no credit and do not count as part of the student's course load.

Change of Program

A student who is pursuing an academic program and decides to change his or her program of study may apply only those courses that count towards the *new* degree program in the CGPA calculations and course completion percentages. The student's normal program length will be recalculated. He or she will start with the recalculated CGPA and credits attempted and completed for the purpose of determining satisfactory academic progress. To change a program, a student must complete an Academic Program Change Request form and meet with:

1. The new program academic dean for advising, defining prerequisites, or for transfer credit issues,
2. The Director of Admissions so the student can be issued an acceptance letter for the new program of study and complete a new enrollment form, and
3. F-1 students must contact with the Primary Designated School Official (PDSO) to change the program of study in the SEVIS system.

The Academic Program Change Request Form, the new acceptance form, and the new enrollment agreement will be retained in the student's file.

Student Achievement

The College tracks student achievement through its Campus Effective Plan (“CEP”). The CEP measures student retention, placement, graduate satisfaction, employer satisfaction and student learning outcomes to find benchmarks and set future goals for student achievement. The CEP is reviewed quarterly by the Campus Effectiveness Team to track progress and make the necessary changes to meet the goals set forth. A published CEP is made available after every academic year.

Students must attain a minimum 2.0 CGPA to graduate with an undergraduate degree or a 3.0 CGPA to graduate with a master’s degree. In addition, students are normally required to complete every assignment in order to pass each class and also must submit a final portfolio to receive a grade.

Academic Standing for Veterans

Any change in the status of a student receiving veterans benefits, whether that be a change of curriculum, change in course load, withdrawal, suspension, dismissal or other type of changes must be reported to the Department of Veterans Affairs not later than 30 calendar days after the process has been officially completed at the ACCT. Veterans who do not make satisfactory progress toward completion of their program must be reported to the Department of Veterans Affairs for action.

Forms of Instruction

ACCT offers both online and on ground courses. Online courses may be available to students in their specific programs of study. Students should check with their academic advisor and the course calendar for specific online offerings. Students may not complete more than 50% of their programs through online courses.

In accordance with the Student Exchange Visitor Program (“SEVP”) rules, international students may take one online course each quarter provided they are enrolled in at least one on-ground, classroom-based course. International students electing this option must be aware that they must maintain attendance and academic progress in the on-ground course in order to remain in status for SEVP purposes. International students who exceed the maximum number of absences will be dropped from that course in accordance with ACCT attendance policy. Once dropped, students may be in violation of SEVP requirements and dropped from ACCT enrollment. The standard ACCT refund policy will apply in such cases.

Distance Education

ACCT offers online courses which may be available to students in their specific program of study. Students should check with their academic advisor and the course calendar for specific online offerings. Students may complete up to 50% of their program of study through online courses.

Students are required to attend and complete the online orientation program module as part of the online course completion requirement. The orientation will instruct students on the use of the Moodle Learning Management System (LMS), familiarize students with the discussion rubric, posting, and how and when to submit assignments. All online students must satisfactorily complete the orientation quiz as a condition for moving forward in the course.

Most online courses are instructed over the Moodle LMS. The online course week normally begins on Monday with all assignments due by the end of each course week, at 11:59 pm every Sunday. Late assignments normally lose 10% credit when turned in one week late and 50% credit when turned in two weeks late. Assignments will not normally be accepted for credit after two weeks. Attendance is predicated on the student’s submissions to the discussion board each week.

Communication between the students and faculty will be conducted in news forums. However, instructors may set up e-mail or other communication times and dates. If the instructor chooses to set up additional contact hours, they must be published in the online course syllabus.

Final exams may be proctored online through Examity or on-site at ACCT. Any student caught cheating will receive an F grade, and may be expelled for repeated offenses.

Any student who accumulates 4 or more absences in the online course may receive an F grade for that course.

Dismissal for Student Conduct

Any student not conducting themselves in an orderly and professional manner, which includes plagiarism, use of drugs and alcohol during school hours, dishonesty, disrupting classes, use of profanity, excessive tardiness, insubordination, violation of safety rules, or not abiding by the school rules may lead to disciplinary actions ranging from admonition to dismissal from the College.

Academic dishonesty is not condoned. Such misconduct subjects the student to a range of possible disciplinary actions from admonition to dismissal, along with any grade penalty the instructor might impose. Academic dishonesty, as a general rule, involves one of the following acts:

- Cheating on an examination or quiz, including the giving, receiving or soliciting of information and the unauthorized use of notes or other materials during the examination or quiz.
- Substituting for another person during an examination or allowing such substitution for one's self.
- Plagiarism. This is the act of appropriating passages from the work of another individual, either word for word or in substance, and representing them as one's own work. This includes any submission of written work other than one's own.
- Knowingly furnishing false information to ACCT, or forgery and alteration or use of ACCT documents or instruments of identification with the intent to defraud.

Accuplacer Test

In prior catalogs all students were expected to take the Accuplacer English comprehension diagnostic test at or near the beginning of their study at ACCT, and again at the end of their programs. Though no longer expected, students may still take the Accuplacer test upon graduation for performance metrics.

International Students

ACCT is certified to enroll international students by the Student and Exchange Visitor Program (“SEVP”), a program within U.S. Immigration and Customs Enforcement, which is a division of the Department of Homeland Security.

If you are a prospective student or current student and you have questions about the requirements in this section, or the student visa process generally, please contact an ACCT Designated School Official (“DSO”) in ACCT’s admissions department at 703-942-6200 or admissions@acct.edu.

Admission and Registration

All the prospective new and transfer students must submit the following documentation to the ACCT Admissions Office through mail delivery, online submission or in person:

- Completed and signed application form, available www.acct.edu with a signed enrollment agreement.
- Submit a form of identification (either a current passport or birth certificate) or for Permanent Residents, a copy of the Permanent Residency Card.
- Evidence of a graduation from a state recognized or an accredited institution recognized by the US Department of Education or the equivalent to an accredited bachelor’s degree from a foreign college or university. Official transcripts of all undergraduate and graduate work must be submitted. ACCT admissions staff will utilize the American Association of Collegiate Registrars and Admissions Officers (“AACRAO”), EDGE Database to assess the institution that has issued your credentials.
- Affidavit of Support and/or Bank Statement which indicates financial support to cover tuition, books, room and board, health insurance, and other personal living expenses for up to one academic year.

Satisfactory documentation of English proficiency

International students wishing to pursue an associate’s or a bachelor’s degree at ACCT must provide a score of 513 or higher on the Test of English as a Foreign Language (TOEFL) score on the paper-based test, or 65 or higher on the Internet-based TOEFL test, or 183 or higher on the computer-based TOEFL test; OR a PTE score of 47 or higher; OR an IELTS score of 5.5 or higher; OR graduation from an accredited (an accredited agency recognized by CHEA or the US Department of Education) American college with an associate’s degree or higher; OR successful completion of an ESL program from an accredited (an accredited agency recognized by the US Department of Education, or CHEA) American college or university; OR completion of at least three undergraduate-level courses from an accredited (an accredited agency recognized by the Council for Higher Education Accreditation (CHEA) or the US Department of Education) American university with grades of “C” or higher.

An international student wishing to pursue an associate’s degree at ACCT may also show English proficiency through graduation from an American English language high school with a standard high school diploma or higher.

International students wishing to pursue a graduate degree at ACCT must provide a score of 550 or higher on the Test of English as a Foreign Language (TOEFL) score on the paper-based test, or 80 or higher on the Internet-based TOEFL test, or 213 or higher on the computer-based TOEFL test; OR a PTE score of 52 or higher; OR an IELTS score of 6.0 or higher; OR graduation from an accredited (an accredited agency recognized by the US Department of Education or CHEA) American college with a bachelor’s degree or higher; OR completion of at least two graduate-level courses from an accredited (an accredited agency recognized by CHEA or the US Department of Education) American university with grades of “B-” or higher; OR successful completion of an ESL program from an accredited (an accredited agency recognized by the US Department of Education or CHEA) American college or university. TOEFL and IELTS scores must be valid at the time of application to ACCT, meaning that the scores must have been earned within two years and are able to verify by ACCT.

Notification of Admission

Applicants will receive notice of acceptance via email and/or letter after an ACCT admissions officer has reviewed and approved the prospective student's application and academic and financial records, and confirmed that the prospective student's qualifications meet all ACCT standards for admission.

Reporting

Accepted international students must report to the American College of Commerce & Technology for orientation the week before the quarter starts to receive academic counseling and complete the course registration process. Please note that federal regulations prevent F-1 students from entering the country prior than 30 days before the start of the first quarter of attendance.

Payments

International students must have a zero balance in order to be eligible to enroll in subsequent quarter classes, or approved payment plan.

Maintaining F-1 Status

International students are individually responsible for maintaining their F-1 status. Maintaining status includes satisfying the following requirements:

- Report to ACCT no longer than seven days after the program start date.
- Maintain a valid Form I-20, including their current academic information, including requests for program extension and/or any changes in academic degree program.
- Maintain a full course of study while enrolled at ACCT. A full course of study for undergraduate programs comprises three courses. A full course of study for graduate programs comprises two courses. Under certain limited circumstances, F-1 students may be authorized to enroll for less than a full course of study and still meet the immigration regulation requirements for maintaining status. If you believe you may be unable to enroll in a full course of study, contact a DSO immediately.
- Make normal progress toward completing a course of study within the program end date recorded in SEVP's online database, SEVIS, and on each valid I-20. Students are expected to attend all classes and maintain satisfactory academic progress. Failure to do so may result in a determination by ACCT that the student is out of status. A student who does not complete the course of study by the program end date is considered out of status, unless the student is eligible for and applies for a program extension before the program end date recorded in SEVIS.
- May not engage in any unauthorized employment that has not been approved by ACCT. This includes internships, co-ops, or other arrangements for which you receive any compensation (including salary, tuition, books, supplies, food, or transportation). Engaging in unauthorized employment is a serious violation and may result in loss of status. Additional information about working on-campus is available below.
- Students who have failed to maintain status and had their SEVIS record terminated should contact their DSO regarding filing an application for reinstatement. F-1 students that have had their SEVIS record terminated cannot transfer or enroll in further coursework until they have been reinstated by United States Citizenship and Immigration Services ("USCIS").
- Students transferring from another U.S. institution to ACCT must complete the admission process within 60 days of program completion of expiration or Optional Practical Training (OPT) from their previous institution.

- Students who have completed their program and who have not applied for OPT or a different degree program are required by the USCIS to leave the United States within 60 days of their last date of attendance.
- Students are required to provide up-to-date contact information ACCT, including a valid telephone number, address, email address, and emergency contact information. Students must notify the campus of any changes within 10 days, or risk losing their F-1 status. Students on CPT or OPT are required to report changes in employment within 10 days of the change.

F-1 students may take one online course each quarter provided they are enrolled in at least one on-ground, classroom-based course. International students electing this option must maintain attendance in their on-ground courses and continue to make normal progress toward completing a course of study in order to remain in status for SEVP purposes. **Falling out of status has very serious consequences. Typically, students who are determined to be out of status may have their SEVIS record terminated and must leave the country. In addition students found to be out of status could be prevented from re-entering the U.S. for three to ten years, depending on the length of your status violation. If you fall out of status for any reason, we advise you to meet with our DSO immediately. Simply registering full-time in the next semester or stopping the unauthorized work does not put you back in status.**

Annual Break Request

International students may apply for a quarter off after completing three successive quarters. Application to the International Student Advisor must be completed 14 days prior to the start of the quarter. F-1 students will be considered in status and maintaining a full course of study during this time.

Working While Studying in the United States

International students are generally prohibited from engaging in employment while studying in the United States on an F-1 visa.

However, F-1 students are permitted to work on campus up to 20 hours per week while they are maintaining status. Students should contact the ACCT International Department for information about on-campus student employment opportunities. A student may not engage in on-campus employment during the 60-day grace period following the completion of a course of study or thereafter. A student who has been issued a Form I-20 A-B to begin a new program who intends to enroll for the next regular academic year, term, or session at ACCT which issued the Form I-20 A-B may continue their on-campus employment.

Curricular Practical Training

F-1 students may be authorized by an ACCT DSO and faculty to participate in a curricular practical training (CPT) program that provides students with experiences integral to their course of study. Curricular practical training is defined to be alternative work/study, internship, cooperative education, or any type of required internship that is offered by sponsoring employers through cooperative agreements with ACCT. Students who received one academic year (three quarters) or more of full time curricular practical training are ineligible for post-graduate Optional Practical Training (OPT).

Undergraduate Programs

Undergraduate Program Admission Requirements

To be admitted to an associate’s or bachelor’s program, an applicant must complete the following requirements:

- Complete and sign an ACCT application form and enrollment agreement.
- Submit a non-refundable application fee (electronic payment, check, or money order payable to “The American College of Commerce & Technology”).
- Submit a high school diploma or high school transcript, or sign an attestation affirming that they have been awarded a standard high school diploma.
- International students have additional admissions requirement as listed in the International Student Admission and Registration Section.

Admission Acceptance

Prospective students will receive an acceptance notice via email and/or letter after all the admission requirements are met.

For questions regarding admissions, please contact:

Admissions Office
 American College of Commerce & Technology
 803 West Broad Street, Suite 100
 Falls Church, VA 22046
 Telephone: 703-942-6200, 703-980-7019
 Fax: 703-942-8791

Full-time Status

Full-time status for undergraduate students is three or more classes per quarter.

Academic Requirements

Effective Winter Quarter 2016, **all students** entering ACCT as undergraduates are required to take BUS110 during their first term of enrollment. BUS110 provides a foundation for expectations within the academic and professional environment, as well as a review of academic communication skills. Exceptions to this policy, or acceptance of transfer credit in place of this course, requires approval from the dean of the undergraduate program, or a designated representative.

Class Hours and Units of Credit

ACCT operates on a four-quarter per calendar year system, with day, afternoon, evening, weekend and online classes. Students earn 4.5 quarter credit hours for each class completed. Curricular Practical Training Externship Extension courses (399, 1-6) earn 0 credit.

Degree and Graduation Requirements

Undergraduate students must achieve a Cumulative Grade Point Average (CGPA) of at least 2.0, complete all required courses in the program, and compile at least 90 quarter hours to earn an associate's degree, and 180 credits hours to earn a bachelor's degree. At least 6 classes (27 credits) must be completed in residency for the associate's degree program and at least 12 classes (54 credits) in residence for the bachelor's degree program.

Elective courses may be matched to core or required classes with the permission from the Academic Dean on a case-by-case basis.

Undergraduate Satisfactory Academic Progress (SAP)

The following requirements apply to all students enrolled in any of the College’s undergraduate programs of study. Students must meet the following qualitative and quantitative standards in order to maintain SAP: (1) complete all program course requirements within the permitted maximum timeframe (“MTF”) based on credits attempted; (2) maintain a minimum rate of progress toward program completion (“MCP”) at specified evaluation points; and (3) achieve a minimum a satisfactory cumulative grade point average (“CGPA”) at specified evaluation points. A student who fails to meet any one of these three criteria does not meet SAP.

Maximum Time Frame (MTF)

ACCT students must complete their program of study within a maximum time frame of 150% of normal program length, measured in terms of the quarter credit hours attempted (not the period of enrollment). Within this SAP policy, a “credit” is defined as a quarter credit hour, and an “attempted” credit is defined as one for which a student attended the first day of classes and has incurred a financial obligation. MTF also serves as the foundation for establishing the SAP evaluation points. The normal program length and MTF of the programs at each degree level are presented in the table below.

<i>Program Degree Level</i>	<i>Normal Program Length</i>	<i>Maximum Time Frame</i>
Associate’s Degree Programs:	90 credits	135 credits
Bachelor’s Degree Programs:	180 credits	270 credits

Minimum Completion Percentage (MCP) and Cumulative Grade Point Average (CGPA)

Students are evaluated starting after 54 credits attempted for bachelor and 22.5 credits attempted for associate programs.

To meet ACCT’s MCP and CGPA requirements, students must maintain the specified MCPs and CGPAs at the evaluation points identified in the chart below.

<i>Evaluation Point</i>	<i>Minimum Completion Percentage of Credits Attempted</i>	<i>Minimum CGPA Undergraduate Programs</i>
At the end of each academic year or at the end of each quarter.	67%	2.00

In order to graduate from any undergraduate program (associate’s degree, or bachelor’s degree program), a student must achieve a CGPA of 2.0 or higher in addition to meeting all other SAP and program requirements.

SAP Calculations

Non-letter grades are included or excluded in ACCT's calculation of a student's SAP as defined in the table below.

<i>Types</i>	<i>Maximum Timeframe Credits Attempted Allowed (MTF)</i>	<i>Minimum Completion Percentage of Credits Attempted (MCP)</i>	<i>Minimum CGPA Calculation</i>
Transfer	Include	Include	Exclude
Advanced Standing	Include	Include	Exclude
Life Experience	Include	Include	Exclude
Withdrawal or Incomplete	Include	Include	Exclude
Repeat	Include	Include	Include (Most Recent Grade)
Non-Credit or Remedial	Exclude	Exclude	Exclude

In addition, if a student changes his or her program of study, student's normal program length will be recalculated based on the credits required complete new program of study.

Impact of SAP on Academic Standing

Academic Probation

A student who fails to meet the minimum SAP requirements as outlined in this policy will be placed on academic probation status for the quarter immediately following the end of the term in which SAP is not met. The statement "Placed on Academic Probation" will be entered on the student's transcript, and the student will receive a notice in writing explaining the status and offering an opportunity for counseling and assistance, if needed.

Academic Dismissal

At the end of the probationary quarter, if the student still does not meet ACCT's minimum SAP standards, he or she will be academically dismissed. The statement "Academic Dismissal" will be entered on the student's transcript. The student will be notified in writing of his status and provided an explanation of the status and the opportunity for appeal. This notice of dismissal will be retained in the student's file. If the student does not successfully appeal the academic dismissal, the statement "Academic Dismissal" will remain on the student's transcript.

Appeal of Academic Dismissal

A student may appeal a dismissal by submitting a written request to the Academic Department Head within ten business days after notification has been issued. An appeal must be based on significant mitigating circumstances that seriously impacted the student's academic performance. Mitigating circumstances may include serious illness, accident or injury to the student, death of a family member or other significant person in the student's life, or other special circumstances. The student must submit with the appeal an explanation of the reason(s) why he or she failed to meet SAP, an explanation of what has changed that will allow the student to meet SAP in the next term, and any supporting documentation relevant to these explanations. If the appeal is granted, the student will be placed on academic probation status for the next quarter. If the appeal is not granted, the student will be academically dismissed, and "Academic Dismissal" will be entered on the student's transcript. The decision of the Academic Department Head is final.

Extended Enrollment Status

A student who does not meet SAP for two consecutive quarters will be dismissed unless the student applies for and receives extended enrollment status for a maximum of one quarter in which to attempt to regain good academic standing. An Appeals Committee approves or denies requests for extended enrollment status; often the committee will require that the student engage in an academic improvement plan to help the student toward achieve greater academic success. A request for a hearing by the Appeals Committee should be filed with the ACCT Chief Academic Officer by the student within 10 days of being dismissed. In extended enrollment status, the student is not eligible for any institutional financial aid, must retake classes previously failed (if offered), and meet specific terms and conditions agreed upon in writing by the student and the Appeals Committee. Extended enrollment status will be indicated on student's transcript. The extended enrollment status must be completed within the MTF for the student's program of study, and all credits attempted during the extended enrollment period count toward the MTF.

Readmission after Academic Dismissal

An individual who has been academically dismissed from ACCT, and who wishes to continue in the same program of study, may petition in writing to be readmitted after a period of one quarter. The petition must describe the changes in behavior or circumstance that will result in improved academic performance and must be submitted to the Appeals Committee prior to the beginning of the quarter in which the student seeks to enroll. The Appeals Committee will determine if the student has demonstrated likelihood for future success in the program of study. If the petition is accepted, the student will be placed on academic probation for one quarter, during which the student is not eligible for any institutional aid. If the student does not achieve SAP by the end of this probationary quarter, the student will be academically dismissed and will not be eligible for readmission.

Alternatively, a student may choose to reenroll in a different program of study. Doing this requires approval by the dean of the new program of study, who may also choose to allow the student to continue in enrollment at the College without a one-quarter delay. The student must then follow the program requirements for the catalog in effect at the time of reenrollment into the new program. Applicable credits attempted and grades earned in the prior program may be transferred to the new program of study, up to a maximum of six courses, and considered as part of a recalculated SAP. Students are limited to one such program change following academic dismissal.

Additional Credentials

A student obtaining more than one degree must complete each degree with all the qualitative and quantitative standards of the SAP policy. Each degree must be completed within 150% of the normal period to complete the degree program. Also, the minimum completion percentage of credits attempted standard has to be met, but the CGPA of any prior program is not applied to the new SAP calculation.

Academic Standing for Veterans

Any change in the status of a student receiving veterans benefits, whether that be a change of curriculum, change in course load, withdrawal, suspension, dismissal or other type of changes must be reported to the Department of Veterans Affairs not later than 30 calendar days after the process has been officially completed at the ACCT. Veterans who do not make satisfactory progress toward completion of their program must be reported to the Department of Veterans Affairs for action.

English as a Second Language (ESL)

Program Description

ACCT's ESL program is a non-credit program what has been approved by both SCHEV and ACICS. The program consists of 6 levels, each of which contains 220 hours of instruction. Levels are determined using a standardized placement test. If uncertainty exists after placement (either for ACCT or the prospective student), the test may be confirmed or questioned using Accuplacer or Failure Free diagnostic testing.

Admission to the program requires the following steps:

- Completion and signing of an ACCT application forms, normally including an application, enrollment agreement, and grievance policy acknowledgement.
- Submission of a non-refundable application fee (electronic payment, check, or money order payable to "The American College of Commerce & Technology").
- Proof that the candidate is 18 years old (or proof of parental consent to attend if 16 or 17 years old at time of admission).
- A photo ID must be provided.

ACCT's program currently has two tracks: a 20-hour per week track primarily intended for students seeking college-readiness (the "Academic Track"), and a 5-hour per week generalist track (the "General Track") designed for persons interested in improving their skills in written and spoken English, but who are not necessarily pursuing an academic program at ACCT or elsewhere.

A level of the Academic Track is normally completed after 11 weeks of instruction. A level of the General Track is normally completed after 44 weeks of instruction, which may be subdivided into "A," "B," "C," and "D" 11 week terms for administrative and billing purposes.

At the completion of a level the instructor may give, or student may request to retake, the placement exam to confirm progress in language development.

Classes are normally capped at 15 students. Small classes in adjacent levels may be combined to provide classes of reasonable size for improved student-student interaction.

Students are expected to attend class. Failure to attend 75% of more of classes may result in the student earning a "U" for the course level. Similarly, a student missing 2 weeks of a course is subject to withdrawal from the course for nonattendance.

Persons successfully completing ESL006 will receive a Certificate of Completion.

English as a Second Language

ESL001 Beginner ESL (0.0 Credits)

Students in this course will learn basic vocabulary and everyday phrases along with elementary reading, listening, and conversation skills. Parts of speech to be learned will include basic verbs, prepositions, and quantifying words. Basic syntax will also be covered. Writing will focus on sentence building and very simple paragraphs which describe, give advice, and utilize the simple present, present progressive, and simple future tenses.

ESL002 High Beginner ESL (0.0 Credits)

Students in this course receive a strong foundation in reading, listening, speaking, vocabulary building, and simple grammar in order to prepare them for an academic environment and life in the United States. Grammar focuses on verb tense as well as parts of speech, including pronouns, direct and indirect objects, adverbs of frequency, and the imperative. Topics cover vocabulary used in everyday American life. Writing development focuses on sentence building and simple paragraphs of description, narration, and analysis.

ESL003 Low Intermediate ESL (0.0 Credits)

Students in this course will learn more detailed sentence development and paragraph structure, which includes parts of a paragraph, sequence of ideas, transitions, clauses, and revising and editing skills. Students will write various types of paragraphs according to different organizational patterns. Reading strategies will also be covered. Grammar will emphasize the use of verb tenses and modal verbs. Topics covered will include American society, academic life, and culture.

ESL004 Intermediate ESL (0.0 Credits)

Students in this course learn to incorporate critical thinking into their reading, writing, speaking, and listening skills. Paragraph organizational patterns include such types as argumentation, comparison-contrast, and cause-effect. Readings will go into the historical background of American culture. Grammar topics include passive voice as well as coordinators and subordinators.

ESL005 High Intermediate ESL (0.0 Credits)

Writing will cover paragraphs and introduce the essay. A fuller range of paragraph types will be covered, including description, narration, cause and effect, classification, definition, comparison-contrast, and argumentation. Outlining as well as essay structure will be introduced. Reading will include academic as well as popular media authentic texts to which students will respond with summaries and analysis. Grammar instruction will include high-level topics such as the use of subjunctive mood (conditionals). Readings will expand to include preparation for texts read in college English courses as well as other college disciplines.

ESL006 Advanced (0.0 Credits)

Students in this course prepare for college reading and essay writing. Reading continues to emphasize academic vocabulary while focusing on analysis of arguments and discerning fact from opinion. Writing will focus on such strategies as narration, description, comparison-contrast, cause and effect, and definition. Grammar instruction will focus on review of complex topics of English grammar (including passive voice and subjunctive mood) and punctuation. Editing will be a major focus of grammar. Topics covered reflect those which will be studied in the students' major as well as in general college educations. The exit exam may include an essay and/or the taking of the Accuplacer or similar exam.

Undergraduate Program Descriptions

Associate of Arts in Accounting (AAAC)

Program Description

The Associate of Arts in Accounting program consists of 20 classes for 90 quarter-credits. This program prepares individuals to practice the profession of accounting and to perform related business functions. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objective

The objective of the AAAC program is to prepare students for entry-level positions in accounting, government and non-profit organizations. A graduate may apply all credits toward the BS degree in Accounting.

Professional Core component 27 credits / 6 courses

ACC100 Principles of Accounting I
BUS100 Introduction to Business
BUS110 Strategies for Professional Success
BUS220 Business Technologies
ECO100 Principles of Economics
LEG100 Business Law I

General Studies component 27 credits / 6 courses

ENG110 English Composition
MAT100 College Algebra
PSY100 Introduction to Psychology
SCI210 Environment and Health

Humanities: choose two of the following four courses:

HUM100 Introduction to the Humanities
HUM110 Origins of Western Culture
HUM230 World Literature
HUM200 Creative and Critical Thinking

Major component 31.5 credits / 7 courses

ACC200 Principles of Accounting II
ACC240 Managerial Accounting
ACC250 Intermediate Accounting I
ACC260 Intermediate Accounting II
ACC270 Intermediate Accounting III
BUS280 Business Ethics
TAX101 Principles of Taxation

Electives 4.5 credits / 1 course

Students choose one of the following:

ACC290 Cost Accounting
ACC302 Accounting Information Systems (requires approval of advisor)
BUS120 Fundamentals of E-Business
BUS130 Principles of Management
BUS280 Business Ethics
BUS280 Project Management Principles

In addition, a different course may be selected with approval of the program dean.

Associate of Arts in Business Administration (AABA)

Program Description

The Associate of Arts in Business Administration program consists of 20 classes for 90 quarter-credit hours. This program generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objective

The objective of the AABA program is to prepare students for entry-level positions in business, government, and non-profit organizations. A graduate may apply all credits toward the BS degree in Business Administration.

Professional Core component 27 credits / 6 courses

ACC100 Principles of Accounting I
BUS100 Introduction to Business
BUS110 Strategies for Prof. Success
CIS170 Computer Science Fundamentals
ECO100 Principles of Economics
LEG100 Business Law I

Major component 31.5 credits / 7 courses

BUS120 Fundamentals of E- Business
BUS130 Principles of Management
BUS280 Business Ethics
BUS290 Human Resource Management
FIN100 Principles of Finance
MKT100 Principles of Marketing
TAX101 Principles of Taxation

General Studies component 31.5 credits / 7 courses

ENG110 English Composition
ENG200 Research and Writing
MAT100 College Algebra
PSY100 Introduction to Psychology
SCI210 Environment and Health

Humanities: Choose two out of the following courses:

HUM100 Introduction to the Humanities
HUM110 Origin of Western Culture
HUM230 World Literature
HUM200 Creative and Critical Thinking

Associate of Arts in Computer Information Sciences (AACIS)

Program Description

The AA in Computer Information Sciences program consists of 20 classes for 90 quarter-credit hours. This program focuses on the design of technological systems, including computing systems, as solutions to business and research data and communications support needs and includes instruction in the principles of computer hardware and software components. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objectives

AA in Information Technology focuses on information systems and the constantly changing technologies that drive them. The course is designed to accommodate persons seeking entry-level professional positions in the field of Information Technology.

Professional Core 27 credits / 6 courses

ACC100 Principles of Accounting I
BUS100 Introduction to Business
BUS110 Strategies for Prof. Success
CIS170 Computer Science Fundamentals
ECO100 Principles of Economics
LEG100 Business Law I

Major component 18 credits / 4 courses

The student will choose 4 of the following:

CIS120 Intro to Relational Database Management Systems
CIS150 Intro to Networking
CIS200 Intro to Unix Operating System
CIS210 Client/Server Technology
CIS220 Ethics of Info System
CIS285 C++ Programming

General Studies component 31.5 credits / 7 courses

ENG110 English Composition
ENG200 Research and Writing
MAT100 College Algebra
PSY100 Introduction to Psychology
SCI210 Environment and Health

Humanities: Choose two out of the following courses:

HUM100 Introduction to the Humanities
HUM110 Origin of Western Culture
HUM230 World Literature
HUM200 Creative and Critical Thinking

Electives 13.5 credits / 3 courses

The student will choose three of the following:

CIS111 Basic Hardware

CIS113 Basic Networking

CIS120 Intro to Relational Database Management Systems (unless already taken as major course)

CIS150 Intro to Networking (unless already taken as major course)

CIS200 Intro to Unix Operating System (unless already taken as major course)

CIS210 Client/Server Technology (unless already taken as major course)

CIS220 Ethics of Information Systems (unless already taken as major course)

CIS285 C++ Programming (unless already taken as major course)

In addition, a different course may be selected with approval of the program dean.

Bachelor of Science in Accounting (BSAC)

Program Description

The BSAC program consists of 40 classes for 180 credits. Students who take two classes per quarter may complete the program in five years, or 20 quarters. This program prepares individuals to practice the profession of accounting and to perform related business functions, cost-accounting, budget control, tax accounting and other quantitative methods, purchasing and logistics, organization, and productions, marketing, and business decision-making. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objective

The program prepares students for entry-level bookkeeping or accounting clerk positions in the business, non-profit and governmental sectors by developing the theoretical and practical competencies necessary for entry-level success. Students will also be exposed to such computerized accounting operations as QuickBooks, TurboTax, and Peachtree.

Professional Core: 31.5 credits / 7 courses

ACC100 Principles of Accounting I
BUS100 Introduction to Business
BUS110 Strategies for Professional Success
BUS220 Business Technologies
ECO100 Principles of Economics
LEG100 Business Law I
GIS480 Spatial Business Intelligence OR
HCM300 Intro to Health Informatics

Major component 58.5 credits / 13 courses

ACC200 Principles of Accounting II
ACC240 Managerial Accounting
ACC250 Intermediate Accounting I
ACC260 Intermediate Accounting II
ACC270 Intermediate Accounting III
ACC290 Cost Accounting
ACC350 Fund Accounting
ACC400 Auditing
ACC420 Advanced Accounting
ACC499 CAPSTONE: Accounting (Taken in the last or next to last quarter of the student's program)
BUS280 Business Ethics
TAX101 Principles of Taxation
TAX302 Federal Taxation

General Studies 58.5 credits / 13 courses

ENG110 English Composition
ENG200 Research and Writing
MAT100 College Algebra
MAT310 Descriptive Statistics
POL350 Contemporary International Problems
POL400 Geopolitics
SCI210 Environment and Health

Humanities: Choose four out of the following courses:

- HUM100 Introduction to the Humanities
- HUM110 Origin of Western Culture
- HUM200 Creative and Critical Thinking
- HUM230 World Literature
- HUM400 Philosophy and Religion
- HUM410 Ethics
- HUM420 Comparative Religion
- HUM430 Religion in America

Social Sciences: Choose two of the following courses:

- ANT200 Introduction to Anthropology
- PSY100 Introduction to Psychology
- SOC101 Introduction to Sociology

Electives 31.5 credits / 7 courses

Students choose seven of the following courses:

- ACC302 Accounting Information Systems
- ACC399 Cooperative Education in Accounting
- BUS120 Fundamentals of E-Business
- BUS130 Principles of Management
- BUS285 Project Management Principles
- BUS300 Organizational Behavior
- BUS320 Entrepreneurship
- BUS350 International Business
- BUS400 Current Topics in Business
- GIS481 Geospatial Analysis Modeling
- HCM350 Healthcare Management
- MKT360 E-Marketing
- MKT 410 International Marketing
- MAT300 Calculus

Course substitutions for the electives stated may be possible with approval of the program dean.

CPT Externship Extension (optional)

ACC399 – (1 – 6) CPT in Accounting Externship Extension (0 credits; may only be taken after ACC399)

Bachelor of Science in Business Administration (BSBA)

Program Description

The BSBA program consists of 40 classes for 180 quarter-credits. This program generally prepares individuals to provide, plan, organize, direct, and control the functions and processes of a firm or organization and includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing, organization and production, marketing, and business decision-making. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objective

The objective of the BSBA program is to prepare students for the dynamic, changing realities of the global business environment. Students will acquire or develop the technical and “soft” skills employers demand in today’s business workplace – government, business or non-profit organizations.

Professional Core: 31.5 credits / 7 courses

ACC100 Principles of Accounting I
BUS100 Introduction to Business
BUS110 Strategies for Professional Success
BUS220 Business Technologies
ECO100 Principles of Economics
LEG100 Business Law I
GIS480 Spatial Business Intelligence OR
HCM300 Intro to Health Informatics

General Studies 58.5 credits / 13 courses

ENG110 English Composition
ENG200 Research and Writing
MAT100 College Algebra
MAT310 Descriptive Statistics
POL350 Contemporary International Problems
POL400 Geopolitics
SCI210 Environment and Health

Humanities: Choose four out of the following courses:

HUM100 Introduction to the Humanities
HUM110 Origin of Western Culture
HUM200 Creative and Critical Thinking
HUM230 World Literature
HUM400 Philosophy and Religion
HUM410 Ethics
HUM420 Comparative Religion
HUM430 Religion in America

Social Sciences: Choose two of the following courses:

ANT200 Introduction to Anthropology
PSY100 Introduction to Psychology
SOC101 Introduction to Sociology

Major component 58.5 credits / 13 courses

BUS120 Fundamentals of E-Business
BUS130 Principles of Management
BUS280 Business Ethics
BUS285 Project Management Principles
BUS290 Human Resource Management

BUS300 Organizational Behavior
BUS320 Entrepreneurship
BUS350 International Business
BUS499 CAPSTONE: Business Administration (To be taken in the last or next two last quarter of the program)
FIN100 Introduction to Finance
FIN200 Financial Management
LEG200 Business Law II
MKT100 Principles of Marketing

Electives 31.5 credits / 7 courses

Students choose seven of the following courses:

ACC200 Principles of Accounting
ACC240 Managerial Accounting
ACC250 Intermediate Accounting I
ACC302 Accounting Information Systems
BUS399 Cooperative Education in Business Administration
BUS400 Current Topics in Business
GIS481 Geospatial Analysis Modeling
HCM350 Healthcare Management
MKT360 E-Marketing
MKT 410 International Marketing
MAT300 Calculus

Course substitutions for the electives stated may be possible with approval of the program dean.

CPT Externship Extension (optional)

BUS399 – (1 – 6) CPT in Business Administration Externship Extension (0 credits; may only be taken after BUS399)

Bachelor of Science in Computer Information Sciences (BSCIS)

Program Description

The BS in Computer Information Sciences consists of at least 40 classes for 180 quarter hours. This program focuses on the design of technological systems, including computing systems, as solutions to business and research data and communication support needs and includes instruction in the principles of computer hardware and software components, algorithms, databases, telecommunications, user tactics, application testing, and human interface design. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objectives

The BS in Computer Information Sciences focuses on information systems and the constantly changing technologies that drive them. The program is designed to accommodate the need for trained computer professionals.

Core I component 31.5 credits / 7 courses

ACC100 Principles of Accounting I
BUS100 Introduction to Business
BUS110 Strategies for Professional Success
CIS170 Computer Science Fundamentals
ECO100 Principles of Economics
LEG100 Business Law I
GIS480 Spatial Business Intelligence OR
HCM300 Intro to Health Informatics

Core II component 31.5 credits / 7 courses

CIS120 Intro to RDMS
CIS150 Intro to Networking
CIS200 Intro to UNIX Operating System
CIS220 Ethics of Info System
CIS310 Data Structures
CIS458 Business System Analysis and Design
CIS499 CAPSTONE: Computer Information Sciences (To be taken in last or next to last quarter of program)

CIS Electives 31.5 credits / 7 courses from the following list:

CIS210 Client/Server Technology
CIS285 C++ Programming
CIS300 Network Server Administration
CIS302 SQL Programming
CIS304 PL/SQL Programming
CIS306 PL/SQL Programming Units
CIS307 Object Oriented Programming I
CIS308 Object oriented Programming II
CIS320 Network Security Fundamentals
CIS404 Network Security Infrastructure Planning
CIS406 Network Infrastructure Planning
CIS420 Java Programming I
CIS421 Java Programming II
CIS455 Database Warehousing
CIS480 Web Design
CIS481 Artificial Intelligence
CIS482 Advanced Web Design
CIS484 Creating Web Database

General Studies 58.5 credits / 13 courses

ENG110 English Composition
ENG200 Research and Writing

MAT100 College Algebra
MAT310 Descriptive Statistics
POL350 Contemporary International Problems
POL400 Geopolitics
SCI210 Environment and Health

Humanities: Choose four out of the following courses:

HUM100 Introduction to the Humanities
HUM110 Origin of Western Culture
HUM200 Creative and Critical Thinking
HUM230 World Literature
HUM400 Philosophy and Religion
HUM410 Ethics
HUM420 Comparative Religion
HUM430 Religion in America

Social Sciences: Choose two of the following courses:

PSY100 Introduction to Psychology
SOC101 Introduction to Sociology
ANT200 Introduction to Anthropology

Electives 27 credits / 6 courses

Students choose six of the following courses:

CIS100 Analog Circuit Theory and Design
CIS110 Digital Circuit Theory and Logic Design
CIS111 Basic Hardware
CIS113 Basic Networking
CIS160 Introduction to Internetworking
CIS171 Computer Programming Logic
CIS175 Computer Hardware and Software Project
CIS481 Artificial Intelligence
CIS494 Linux Operating System
GIS481 Geospatial Analysis Modeling
HCM350 Healthcare Management
MKT360 E-Marketing
MKT 410 International Marketing
MAT300 Calculus

Course substitutions for the electives stated may be possible with approval of the program dean.

CPT Externship Extension (optional)

CIS399 – (1 – 6) CPT in CIS Externship Extension (0 credits; may only be taken after CIS399)

Undergraduate Course Descriptions

The ACCT course numbering system consists of three letters indicating the subject area, followed by three numbers indicating the course levels. Undergraduate courses begin with 100 through 499.

Note: No prerequisite course is required unless it is mentioned in the individual course descriptions.

Accounting

ACC100 Principles of Accounting I (4.5 quarter credit hours)

This course covers analysis and recording of business transactions including sales, cash disbursements, purchases, receivables, accounting techniques and cycles, billings, balance sheets, financial statements, and closing procedures.

ACC200 Principles of Accounting II (4.5 quarter credit hours)

Prerequisite: ACC100 or Department Approval

This course expands the student's knowledge of preparing balance sheets and financial statements. The student will prepare general ledger entries, prepare payroll, and gain an understanding of budget control.

ACC240 Managerial Accounting (4.5 quarter credit hours)

Prerequisite: ACC100 or Department Approval

Covers the basics of the creation, use, and interpretation of internal accounting data and information for managers. Emphasizes cost control and reporting, budgeting, profit planning, and projections used in decision making.

ACC250 Intermediate Accounting I (4.5 quarter credit hours)

Prerequisite: ACC200 or Department Approval

This course provides an in-depth study of accounting theory and a review of the accounting cycle. Concentrates on the preparation of financial statements, the valuation of cash and temporary investments, receivables, and accounting for inventories. Refers to pronouncements of the Financial Accounting Standards Board (FASB).

ACC260 Intermediate Accounting II (4.5 quarter credit hours)

Prerequisite: ACC250 or Department Approval

Topics covered in this course include accounting of inventories, property, plant, and equipment; intangible assets; current liabilities, non-current liabilities and contingencies; and stockholders' equity.

ACC270 Intermediate Accounting III (4.5 quarter credit hours)

Prerequisite: ACC260 or Department Approval

Topics covered include accounting for investments, revenue recognition, income taxes, pensions and postretirement benefits, and leases; accounting changes and error analysis; preparation of statements of cash flows; and full disclosure in financial reporting. The material refers to pronouncements of the Financial Accounting Standards Board and the American Institute of Certified Public Accountants.

ACC290 Cost Accounting (4.5 quarter credit hours)

Prerequisite: ACC200 or Department Approval

This course covers accounting procedures relating to the process cost system, the estimated cost system, and the standard cost system. Students will develop competencies to examine accounting for all areas of the business enterprise: sales, production, commercial expenses, capital investments, and forecasting.

ACC302 Accounting Information Systems (4.5 quarter credit hours)

Prerequisite: ACC100 or Department Approval

This course prepares the student to understand and oversee computer-based tools to ensure that an organization has accurate and timely financial information to support business decision making. Students will receive experience with accounting software such as QuickBooks.

ACC350 Fund Accounting (4.5 quarter credit hours)

Prerequisite: ACC260 or Department Approval

This course analyzes accounting procedures peculiar to non-profit organizations and municipalities. It illustrates statements commonly prepared for each type of organization, fund, and account group. The course also encompasses GAAP standards and reporting requirements that pertain to non-profit organizations and GASB standards and reporting requirements that relate to government accounting.

ACC399 Cooperative Education in Accounting Externship (4.5 quarter credit hours)

Requires permission and authorization of the Dean of Accounting. This course requires a three-way partnership among student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience.

ACC399 (1-6) Cooperative Education in Accounting, Extension (0 credit hour)

This course is an extension of ACC399 and requires permission and authorization of the program dean. This course requires a three-way partnership between the student, the employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience

ACC400 Auditing (4.5 quarter credit hours)

Prerequisite: ACC260 or Department Approval

This course covers the theory of auditing, the review of financial statements of a legal entity, and the educational and moral qualifications for auditors, including the role of the auditor in the American economy. Gives emphasis to professional standards, professional ethics, and the legal liabilities of auditors. Focuses mainly on the internal controls of an organization, such as planning, collecting, designing, and summarizing evidence.

ACC420 Advanced Accounting (4.5 quarter credit hours)

Prerequisite: ACC260 or Department Approval

This course covers accounting for home, office, and business branches, business combinations, and consolidations. It provides continuation of preparation for the CPA examination, as well as various techniques for solving some of the more complex problems found in the business environment.

ACC499 CAPSTONE: Accounting (4.5 quarter credit hours)

(To be taken in last or next to last quarter).

This course is designed to prepare the student for either the Accredited Business Accountant (ABA) or the Certified Public Accountant (Part I, CPA) exam, according to student preference.

ANT200 Introduction to Anthropology (4.5 quarter credit hours)

This course provides an introduction to the field of anthropology, a field which integrates research on the cultural, biological, evolutionary, linguistic and historical aspects of humans. By analyzing the diversity of human cultural activities and forms, the field searches for foundational human traits and characteristics common to all societies, cultures, and languages.

Business

BUS100 Introduction to Business (4.5 quarter credit hours)

This course covers the fundamentals of business and management, including human relations, organizational structure, communications, marketing, production, quality assurance, and strategic planning.

BUS110 Strategies for Professional Success (4.5 quarter credit hours)

Either this course or COM100 is required of all entering undergraduate students at ACCT, and is normally taken during the first term of enrollment. The course reviews skills and techniques required for professional and academic success in American and international contexts. Course topics will include foundational elements of communication, including writing, speaking, research, and citation; aspects of intercultural communication; and ethical and behavioral expectations in professional and academic settings.

BUS120 Fundamentals of E- Business (4.5 quarter credit hours)

This course presents the basic technologies used to conduct e-business and the various forms of electronic business. Included are marketing models, processes for business-to-business and business-to-consumer transactions, designing online storefronts, payment options, security, privacy and the legal and ethical challenges of electronic business.

BUS130 Principles of Management (4.5 quarter credit hours)

This course presents management theory and the functions of planning, organizing, directing, staffing, and controlling. This course also focuses on the applications of management principles to realistic work-related situations.

BUS220 Business Technologies (4.5 quarter credit hours)

Contemporary business runs on word processing, spreadsheets, presentations, and project management. Advanced skill in these technologies is becoming minimum requirement at the entry-level. In this course students will develop skills in advanced MS Word™ including integrating tables, drawings, charts, production of professional documents, and document review; advanced MS Excel™ spreadsheet including pivot tables, functions, data organization and manipulation, and charts; advanced PowerPoint™ including slide show development and integration of multi-media; and introduction to MS Project™ and project management.

BUS280 Business Ethics (4.5 quarter credit hours)

This course analyzes basic principles of business ethics, moral reasoning and the capitalistic market economic system. Topics include a framework for moral reasoning, government regulation, ethics of bribery, price fixing, pollution, resource depletion, product safety, consumer protection as well as rights and duties of employees and corporations.

BUS285 Project Management Principles (4.5 quarter credit hours)

This course covers project management principles used to effectively plan, direct, and control project activities to achieve schedule, budget and performance objectives. Discussed the project life-cycle, organization and charters.

BUS290 Human Resource Management (4.5 quarter credit hours)

This course presents the major human resource management functions in organizations. Planning, recruitment, selection, training, development, compensation, performance appraisal, labor relations, employee relations, and the associated activities within. Emphasizes job analysis considerations, the supporting role of human resource management to strategic planning, and the major government legislation affecting human resource management.

BUS300 Organizational Behavior (4.5 quarter credit hours)

Prerequisite: BUS100 or Department Approval

This course presents the fundamental concepts of organizational behavior, such as motivation, business survival, informal groups, authority and leadership, communication, ethics and managing change.

BUS320 Entrepreneurship (4.5 quarter credit hours)

The course introduces students to the world of Entrepreneurs, and outlines the framework to launching your own business. It provides the basic principles of operating and managing a small business, and focusing on developing start-ups; issues of financing, buying, pricing, promoting, marketing and planning successful business operation from the beginning through the exit. The course actively involves students in the exploration of current business ideas, issues, problems and techniques associated with developing its own business and/or incorporating the Company while being a student and/or at the different stages of your career. It educates students on application strategic business decisions and conducting steps in designing personal enterprise through simulation models and role-games.

BUS350 International Business (4.5 quarter credit hours)

Prerequisite: BUS100 or Department Approval

This course covers the international business environment; examines strategic planning, multinational corporations, and management considerations for internal business operations. The course will help the student analyzes the major environment factors affecting international transaction as well as political, economic, technical, and cultural factors. Discusses and examines payment methods and financing considerations.

BUS399 Cooperative Education in Business Administration Externship (4.5 externship quarter credit hours)

Requires permission and authorization of the Dean of Business Administration. This course requires a three-way partnership among student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience.

BUS399 (1-6) Cooperative Education in Accounting, Extension (0 credit hour)

This course is an extension of BUS399 and requires permission and authorization of the program dean. This course requires a three-way partnership between the student, the employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience

BUS400 Current Topics in Business (4.5 quarter credit hours)

This course designed to investigate current topics or specialized areas in business.

BUS499 CAPSTONE: Business Administration (4.5 quarter credit hours)

(To be taken in last or next to last quarter).

This course is designed to assist the student in their research project in business. Discussion questions, exercises, and research cases will be assigned and reviewed from the research textbook.

Computer Information Sciences

CIS100 Analog Circuit Theory and Design (4.5 quarter credit hours)

This course introduces Computer Information Science undergraduate students to the basic concepts of analogue electronic circuits. The course enables students to understand the fundamental principles, techniques, functionality, and design of modern analogue electronic devices. Topics covered include components, quantities, and units, Voltage, current, resistance, Ohm's law, energy, power, magnetism and electromagnet, RC, RL, RLC circuits and semiconductor devices such as the silicon and germanium diodes, doping techniques which the implementation of transistors amplifiers, operational amplifiers, application of amplifiers, and oscillators.

CIS110 Digital Circuit Theory and Logic Design (4.5 quarter credit hours)

Prerequisite: MAT100 or CIS100 or Department Approval

This course introduces computer information sciences undergraduate students to the fundamental concepts of computer science. The course gives students the principles and techniques for the design and logical functionality of modern electronics digital devices. Topics covered include Boolean algebra, logic simplification, combinational logic, functions of combinational logic, JK-Flip-Flops, D-flops, T-flip-flops and related devices, memories and programmable devices, System Interfacing, Introduction to Microprocessor-Based Systems, and Basic Operational Characteristics and Parameters.

CIS111 Basic Hardware (4.5 quarter credit hours)

This course provides the student with a basic understanding of computer hardware. Methods of configuring, diagnosing, and repairing computers will be discussed, along with foundational concepts of law and internet technologies.

CIS113 Basic Networking (4.5 quarter credit hours)

This course provides the student with foundational concepts of computer networking and network infrastructure support. Methods of configuring, diagnosing and troubleshooting networks will be discussed.

CIS120 Introduction to Relational Database Management Systems (RDMS) (4.5 quarter credit hours)

In this course students develop the fundamental technical skills needed for management of relational database management systems. Topics covered include database design, data updates, data warehouses, store procedures, data security, and data base management.

CIS150 Introduction to Networking (4.5 quarter credit hours)

This course introduces the student to basic concepts of computer networks, including topologies, protocols, software for LAN and WAN management, and network performance issues.

CIS160 Introduction to Internetworking (4.5 quarter credit hours)

Prerequisite: CIS150 or Department Approval

This course introduces students to the OSI model and other networking concepts. Topics include networking services that operate at Physical, Data link and the Network layers of the OSI model, LAN and internetworking cabling requirements, IP addressing and sub-netting, collision, LANs, WANs, and TCP/IP. The course covers router setup, configuring router interfaces, and the basics of network management.

CIS170 Computer Science Fundamentals (4.5 quarter credit hours)

This course is an introduction to the field of computer science; topics include an overview of computer science system hardware and organization, algorithms, operating systems, networking and internet protocols, programming languages, software engineering, object oriented programming, database systems, artificial intelligence, and the theory of computation.

CIS171 Computer Programming Logic (4.5 quarter credit hours)

This course introduces fundamentals programming concepts, and methods of program design. The course covers proper documentation techniques, sequence, selection, iteration, modules, arrays, pseudo-code writing, and flowchart drawing.

CIS175 Computer Hardware and Software Project (4.5 quarter credit hours)

Prerequisite: CIS170 or Department Approval

This is a hands-on course designed to develop a thorough understanding of computer design, construction, and operation. Topics include basic instruments and tools, maintenance methods and procedures, installation and configuration of all current Windows operating systems (Win XP, Vista, Window 7, etc.), and general software installation, virus removal procedures and basic trouble shooting components, data communication and networking, internet technology, TCP/IP implementation on networks, and network security and firewalls.

CIS200 Introduction to UNIX Operating System (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS170 or Department Approval

Students develop the knowledge and skills required to implement the UNIX operating system. Topics include UNIX commands such as scripts, menus, pipes, and variables. Operating system topics include email, online help, editors, and file and directory techniques.

CIS210 Client Server Technology (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS150 or Department Approval

Students will develop skills necessary to install, configure and troubleshoot client/server technology. Topics include resource administration, hardware devices and drivers, the desktop environment, and network protocols. Topics also include managing and monitoring server performance.

CIS220 Ethics of Info Technology (4.5 quarter credit hours)

There are many ethical problems related to information technology, including privacy and computer viruses in society. This course gives examples of problems and discusses their solutions.

CIS285 C++ Programming (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS170 or Department Approval

Students will develop the technical skills to design solutions and code applications using the logic and syntax of programming in C++. Topics include the basics of the C++ language, control structures, functions, and arrays, use of strings and structures, and solution designs.

CIS300 Network Server Administration (4.5 quarter credit hours)

Prerequisite: CIS210 or Department Approval

Students develop the technical skills to administer a server-centric network infrastructure. Topics covered include the Domain Name System (DNS), remote access, network protocols, IP routing, and trouble shooting.

CIS302 SQL Programming (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS120 or Department Approval

Students will develop the technical skills to design and query databases using the Structured Query Language (SQL). Topics include creating tables, use of DML and DDL, and defining transactions.

CIS304 PL/SQL Programming (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS302 or Department Approval

Students develop competencies in concepts, design, and components of the PL/SQL Programming Language. Students will create records, types, defining transactions, and learn the basics of SQL in PL/SQL data types.

CIS306 PL/SQL Programming Units (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS304 or Department Approval

Students will write code, create forms and reports, and develop program procedures and database triggers. Students will develop skills to manage program units and database triggers, as well as database dependencies.

CIS307 Object Oriented Programming I (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS285 C++ or Department Approval

This course covers the C++ programming language and object oriented extensions in C++, encapsulation, data hiding, polymorphism and inheritance.

CIS308 Object Oriented Programming II

Prerequisite: CIS307 (4.5 quarter credit hours)

This course develops competencies in designing and implementing C++ programs. Topics include object oriented concepts, classes, inheritance, data structures, error handling, templates, and file processing.

CIS310 Data Structures (4.5 quarter credit hours)

The course is an introduction to data structures. Students will study the classes and methods used to store and manipulate data.

CIS320 Network Security Fundamentals (4.5 quarter credit hours)

Prerequisite: CIS150 or Department Approval

Students develop skills commensurate with an entry-level IT information security position, including network security practices.

CIS399 Cooperative Education in Information Sciences Externship (4.5 quarter credit hours)

Requires permission and authorization of the Dean of CIS. This course requires a three-way partnership between the student, the employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience.

CIS399 (1-6) Cooperative Education in Information Sciences Externship, Extension (0 credit hour)

This course is an extension of CIS399 and requires permission and authorization of the Dean of CIS. This course requires a three-way partnership between the student, the employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience

CIS404 Network Security Infrastructure Planning (4.5 quarter credit hours)

Prerequisite: CIS300 or Department Approval

Students will develop the skills to develop an integrated security design in a server-centric environment. Topics include authentication and encryption.

CIS406 Network Infrastructure Design (4.5 quarter credit hours)

Prerequisite: CIS300 or Department Approval

Students develop the technical skills to design a peer-to-peer network or a server-centric network. Topics covered include network topology, routing, IP addressing, name resolution, and remote access solutions.

CIS420 Java Programming I (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS285 or Department Approval

This program is an introduction to Internet Programming. Topics include control structures, methods, arrays, strings, and object-based programming.

CIS421 Java Programming II (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS420 or Department Approval

Students develop skills in advanced features of programming the Internet. Topics include graphics, interface exception handling, multi-threading, files, and networking and data structures.

CIS440 Computer Architecture (4.5 quarter credit hours)

This course surveys architectures and organization strategies found in modern computing systems including; CPU design, instruction sets, memory hierarchy, pipelined machines, and multiprocessors. The emphasis is on the major component subsystems of high performance computers, including pipelining, instruction level parallelism, thread-level parallelism, memory hierarchies, input/output, and network-oriented interconnections. The course introduces techniques and tools for quantitative analysis, evaluation, and implementation of modern computing systems and their components.

CIS455 Database Warehousing

Prerequisite: CIS402 or Department Approval

This course covers database design and methods to administer and build a data warehouse. Topics include running parallel operations, how to extract, transform, and load operations, and how to troubleshoot and resolve common performance problems.

CIS458 Business System Analysis and Design (4.5 quarter credit hours)

This course will emphasize the analysis of business problem in an organization and the subsequent design of computer systems to meet the organization's needs. Students will study the stages of system development, including problem definition, consideration of alternative solutions, selection, implementation, control, and management of the system. A special emphasis is placed the role of end-users in this process.

CIS480 Web Design (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Students will learn advanced web design and development principles. The course will focus on the theory and practice of using web design software applications in the creation of effective multi-page interface design. Students will explore web design concepts, including project planning, layout, usability, information design, site structure, site management and graphic design in the context of the web.

CIS481 Artificial Intelligence (4.5 quarter credit hours)

This course provides overview of the main thrust in artificial intelligence, starting with the historically symbolic logic-based approaches to knowledge representation, planning, reasoning and learning, leading into more recent directions of statistics-based probabilistic approaches (such as Bayesian approaches, belief nets, probabilistic reasoning, etc.). The course also touches on more recent developments in natural language processing, visual processing, robotics, machine learning, and philosophical foundations. This course covers search, constraint satisfaction, knowledge representation, probabilistic model, machine learning, neural networks, vision, robotics, and natural understanding.

CIS482 Advanced Web Design (4.5 quarter credit hours)

Prerequisite: CIS480 or Department Approval

This is an advanced hands-on course to further develop technical skills to design, program, maintain, administer and trouble shoot dynamic websites, web servers and web based database systems.

CIS484 Creating Web Databases (4.5 quarter credit hours)

Prerequisite: CIS480 or Department Approval

Students develop the technical skills to design web databases. Topics include case studies of database designs, concepts of Web database systems including scalability and reliability and interface of relational database structures and various Internet technologies.

CIS494 LINUX Operating System (4.5 quarter credit hours)

Prerequisite: CIS200 or Department Approval

This course covers advanced concepts in operating system design and recent research directions. It includes resource management for parallel and distributed systems, interaction between operating system design and computer architectures. Other topics include: process management, virtual memory, inter-process communication, context switching, parallel and distributed file system designs, persistent objects, process and data migration, load balancing, security, protection.

CIS499 CAPSTONE: Computer Information Sciences (4.5 quarter credit hours)

(To be taken in last or next to last quarter).

Students will complete a project specific to their area of concentration which demonstrates comprehensive knowledge of the learning outcomes in the course of study. The first phase of the project includes identification of a topic and completion of the preliminary work. A report must be submitted at the end of the quarter detailing the problem description, proposed solution approach and a list of deliverables.

Economics

ECO100 Principles of Economics Principles of Economics (4.5 quarter credit hours)

This course examines supply and demand, market demand and elasticity, cost theory, market structures, pricing theory, and consumer behavior. Regulation, antitrust policy, and income distribution are also discussed.

English

ENG098 IELTS Preparation (0.0 Credits)

This course will prepare the student to take and pass the IELTS examination. Student will take sample tests and review different test strategies and methods.

ENG099 TOEFL Preparation (0.0 Credits)

This course will prepare the student to take and pass the TOEFL examination. Student will take sample tests and review different test strategies and methods.

ENG100 Vocabulary and Reading Comprehension (4.5 quarter credits hours)

Placement by examination.

This course focuses on reading comprehension, pronunciation, vocabulary development and spelling.

ENG110 English Composition (4.5 quarter credit hours)

This course develops grammar, sentence structure, punctuation skills, and style points required for effective written communication. Students use a standard handbook and apply proofreading skills to all types of written communications. The student is guided in learning writing as a process: understanding audience and purpose, exploring ideas and information, composing, revising, and editing.

ENG200 Research and Writing (4.5 quarter credit hours)

Prerequisite: ENG110 or Department Approval

This course examines and implements the principles of argumentation. An argumentative paper is researched and developed based on the concept of writing as a process. The course focuses on the logical organization of ideas patterned on established structures of argument. The course reinforces the importance of the research process and critical evaluation of sources. Acknowledging the intellectual proper documentation of sources is stressed.

Finance

FIN100 Introduction to Finance (4.5 quarter credit hours)

This course introduces students to topics such as financial statement analysis, capital budgeting analysis, working capital (accounts receivable, inventory, and cash) management, capital structure and cost of capital, and interest rate determination methods. This course also presents a general view of the financial system, including the financial market system, financial institutions, the firm's objective in the business environment, and the history of financial management.

FIN200 Financial Management (4.5 quarter credit hours)

Prerequisite: FIN100 or Department Approval

This course teaches the concepts and skills of financial planning within a business. Concepts covered include how to use financial statements and how to plan appropriate action. Specific topics are preparing budgets, analyze investment options, and assess risk and return of financing business endeavors.

Geographic Information Systems

GIS480 Spatial Business Intelligence & GIS (4.5 quarter credit hours)

The course introduces students to the application of GIS technology to Global Studies including business and management, emphasizing the concepts and theories of Geospatial analysis, location intelligence and information systems applied to business and management. Utilizing Remote Sensing, GPS and GIS software: ArcGIS modules and extensions, students become familiar with innovative Geospatial Technology. Such GIS Technology is required today within any industry, by most of the employees in different fields from health to environment, business and transportation, agriculture and government nationally and internationally

GIS481 Geospatial Analysis Modeling (4.5 quarter credit hours)

Prerequisite: GIS480 or Department Approval

A course introduces students to enhanced application of Geospatial Technology and Business Intelligence (BI) programs to government, business and management issues. It explores existing and potential capabilities of cutting-edge technology in conducting Geospatial business analysis, designing simulations and 3-D modeling, enhancing visualization.

Students will get in-depth knowledge of innovative ways to do the analysis and modeling in two and three-dimensional Geospatial environment. Geospatial technology will provide the students innovative technological "edge" to gain important competitive advantage to get employment within any agency in the 21-st century.

Health Care

HCM300 Introduction to Health Informatics (4.5 quarter credit hours)

This course introduces students to foundational concepts in the field of health informatics, or the ways in which information systems are used to assist in the delivery of healthcare. Topics covered will include health records management, patient monitoring technologies, privacy and security issues, and expected future challenges and opportunities for the field.

HCM350 Healthcare Management (4.5 credit hours)

Healthcare management includes advancing one's critical thinking skills to understand the framework of addressing problems in healthcare organization. By the end of the course, the student will be exposed to management ideas, theories, and applications to increase success in leadership in the progressive healthcare system today. The student will understand the importance of healthcare management techniques and styles, the importance of applying healthcare information technology with healthcare professionals.

Humanities

HUM100 Introduction to the Humanities (4.5 quarter credit hours)

This course introduces students to the humanities through surveying religious, cultural, and aesthetic practices from a variety of regions, contexts, and time periods.

HUM110 Origins of Western Culture (4.5 quarter credit hours)

This course covers the study of civilizations and cultures such as ancient Egypt, Crete, Greece, and Rome which have given root to Western culture. Analyzes the artistic, intellectual, religious, political, and socioeconomic aspects of each culture and traces their development in western civilization.

HUM200 Creative and Critical Thinking (4.5 quarter credit hours)

This course explores the way arguments are constructed. Students are provided with a survey of methods of reasoning, including inductive and deductive reasoning, formal and informal logic, and rhetorical and linguistic persuasion. The scientific method with also be discussed.

HUM230 World Literature (4.5 quarter credit hours)

This course provides the student with a survey of Western and non-Western literary expression. Topics will include analysis of genre, cultural perspective, and literary voice.

HUM260 Latin and Vocabulary Development (4.5 quarter credit hours)

This course provides a solid foundation and understanding of the roots of many English words, and American traditions through an introduction of the Latin language. The course includes basic Latin and English grammar, development of reading skills, and will accentuate vocabulary building through Latin etymology and derivatives.

HUM400 Philosophy and Religion (4.5 quarter credit hours)

This course offers an integrative approach to philosophical and religious world views in relation to such questions as the origin of all things, the limits of knowledge, and the role and responsibilities of the individual. Also examines the philosophical and religious views of the great thinkers throughout history.

HUM410 Ethics (4.5 quarter credit hours)

This course covers the application of ethics to everyday life. Examines classical and contemporary writings concerning such matters as courage, pride, compassion, honor, self-respect; and the negative sides of this behavior, such as hypocrisy, self-deception, jealousy, and narcissism. Studies authors such as Plato, Aristotle, St. Augustine, Kant, Nietzsche, Dostoyevsky, Melville, Singer, MacIntyre, and Lasch.

HUM420 Comparative Religion (4.5 quarter credit hours)

This course presents a foundational, historical, conceptual, and cultural analysis of major world religions. Constructively studies, analyzes, investigates, and examines such religions as indigenous faiths, Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and modern new religious movements.

HUM430 Religion in America (4.5 quarter credit hours)

Introduces students to a variety of major themes, figures, and trends within American religion. Social and cultural contexts will be considered, as well as case studies of selected religious groups.

Legal

LEG100 Business Law I (4.5 quarter credit hours)

This course is an introduction to Business Law and the American Legal system in the context of the history of the U.S. government, its constitution, our business entities and practices, and the development of commercial law in the Anglo-American tradition. It highlights the law of contracts, sales, commercial transactions and corporations.

LEG200 Business Law II (4.5 quarter credit hours)

Prerequisite: LEG100 or Department Approval

This course will examine concepts such as further types of business organization, commercial paper, sales of goods, debtor/creditor relations, and property transactions.

Marketing

MKT100 Principles of Marketing (4.5 quarter credit hours)

This course introduces the student to effective methods for marketing products and services. Direct mail, print time and other advertising techniques are discussed. Problem solving relative to customer relations is addressed. Consumer profiled, organizational personalities, and demo-graphics are presented as components of market research and analysis.

MKT360 E-Marketing (4.5 quarter credit hours)

This course covers development and practices of effective Web based global marketing strategies, including use of e-mail. Covers Internet regulatory issues and attracting and managing Website traffic.

MKT410 International Marketing (4.5 quarter credit hours)

Provides an overview of successful and unsuccessful practices of marketing worldwide. Covers the different challenges involved in global marketing including a review of cultural and economic differences that affect advertising and pricing, including characteristics of customers that affect marketing operations.

Mathematics

MAT100 College Algebra (4.5 quarter credit hours)

This course covers a variety of algebraic concepts, including rational expressions, radicals and exponents, quadratic equations, systems of equations, and the graphing of linear functions.

MAT300 Calculus (4.5 quarter credit hours)

Prerequisite: MAT200 or Department Approval

This course introduces the fundamental concepts of calculus. Includes geometric interpretation of the derivative and integral, techniques of differentiation, the first and second derivative test, curve, sketching the fundamental theorem of calculus, techniques of integration, and the area between curves.

MAT310 Descriptive Statistics (4.5 quarter credit hours)

Prerequisite: MAT100 or Department Approval

Concentrate on the art of describing and summarizing data. Includes the topics of experimental design, measures of central tendency, correlation and regression, and probability and chance variability. Demonstrates statistical applications to a wide variety of subjects, such as the social sciences, economics, and business.

Political Science

POL350 Contemporary International Problems (4.5 quarter credit hours)

This course analyzes the origins and recent developments of major international problems in the Middle East, Central America, Southern Africa, and their multi-dimensional impact on world events.

POL400 Geopolitics (4.5 quarter credit hours)

Explores the relationship of geography and natural resources with political and economic forces globally. The course covers contemporary politico-economic issues and sources of global conflict.

Psychology

PSY100 Introduction to Psychology (4.5 quarter credit hours)

This course introduces Psychology as human and specific endeavor. The course covers concepts and methods in learning, motivation, development, personality, and social behavior.

Science

SCI210 - Environment and Health (4.5 quarter credit hours)

This course provides an introduction to foundational concepts of environmental science, including concepts such as ecosystems, nutrient cycling, pollution and pollution control, conservation, and resource management. The role of human impact on the environment will also be considered, as well as contemporary environmental controversies and management.

Sociology

SOC101 Introduction to Sociology (4.5 quarter credit hours)

This course introduces the fundamental theories and practices in various sociological settings. Basic concepts and terms of socialization topics such as how the group dynamics and gender roles of the past may affect the future societal change in family and business systems.

Taxation

TAX101 Principles of Taxation (4.5 quarter credit hours)

Prerequisites: ACC100 or Department Approval

This course develops competencies necessary to evaluate business transactions. Fundamental tax concepts are applied to a variety of business, investment, employment, and personal transactions. Topics include business formation, capital expenditures, employee and executive compensation, international and multi-state operations and disclosure.

TAX302 Federal Taxation (4.5 quarter credit hours)

Prerequisites: ACC100 or Department Approval

This course includes a comprehensive study of the federal income tax structure and the practical application of income tax accounting to specific problems as related to individuals and proprietorships. Topics include the general filing status, excludable income, and analysis of categories of itemized and other deductions, tax treatment of sales, depreciation methods and recapture provisions. Introduces the alternative minimum tax on individuals, the earned income credit, child care credit, and credit for the elderly.

Graduate Programs

Scope

This section applies to master's degree programs.

Graduate Program Admissions Requirements

To be admitted to a master's program, an applicant must complete the following requirements:

- Complete and sign an ACCT application form and an enrollment agreement.
- Submit a non-refundable applicable fee (electronic payment, check, or money order payable to "The American College of Commerce & Technology") in U.S. currency.
- Present evidence of a bachelor's degree from a state recognized or an accredited institution recognized by the U.S. Department of Education or the equivalent from a foreign college or university. Official transcripts of all undergraduate and graduate work is required. An ACCT staff screens all foreign transcripts utilizing the American Association of Collegiate Registrars and Admissions Officers ("AACRAO") AACRAO EDGE Database.
- Submit official transcripts of all undergraduate and graduate work completed.
- International students have additional admissions requirement as listed in the International Student Admission and Registration Sections.
- Students who have not completed the equivalent of a Bachelor's degree in a closely related field may be required to complete prerequisite courses to assure readiness for the graduate program.

Admission Acceptance

Prospective students will receive an acceptance notice via email and/or letter after all the admission requirements are met.

Full-time Status

Full-time status for a graduate student is considered to be two or more classes per quarter.

Academic Requirements

All students admitted to ACCT as graduate students are required to take an internet-based language development module in their first term of enrollment.

Class Hours and Units of Credit

ACCT operates on a four-quarter per calendar year system, with day, afternoon, evening, weekend and online classes. Most classes earn 4.5 quarter hour credits for each class completed. Curricular Practical Training Externship Extension courses (590, 1-6) earn 0 credits.

Elective courses may be matched to core or required classes with the permission from the academic dean on a case-by-case basis.

Degree and Graduation Requirements

Graduate students must maintain a cumulative GPA of at least 3.0, complete all required courses in the program, and have at least 54 quarter hours of credit for a master's degree. At least 8 courses must be taken in residence.

English 050

All students admitted to ACCT as graduate students are expected to satisfactorily complete an internet-based language development module, English 050, normally during their first term of enrollment.

Transfer Credit

Transfer credit from other institutions must be comparable in content to those offered at the American College of Commerce & Technology. Credits earned in a country other than the U.S. must be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES). The maximum number of transfer credits allowed is 18 for master's degree.

To receive credit from previous College or University coursework, submit official transcripts to the admission office. Each transfer course is evaluated separately. The evaluation includes a review of the description, credits, and grade of each course. Undergraduate transfer grades must be C or better. All transfer credit accepted by ACCT is recorded on the student transcript with the designation "TC" but the credits will not affect the student's grade point average; however, they do count as credits attempted for the purpose of satisfactory academic progress.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at ACCT is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in your program is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ACCT to determine if your credits will transfer.

ACCT does not currently have an articulation or transfer agreement with any other college or university.

Graduate Satisfactory Academic Progress (SAP)

The following requirements apply to all students enrolled in any of the College’s graduate programs of study. Students must meet the following qualitative and quantitative standards in order to maintain SAP: (1) complete all program course requirements within the permitted maximum timeframe (MTF) based on credits attempted; (2) maintain a minimum rate of progress toward program completion (MCP) at specified evaluation points; and (3) achieve a minimum satisfactory cumulative grade point average (CGPA) at specified evaluation points. A student who fails to meet any one of these three criteria does not meet SAP.

Maximum Time Frame (MTF)

ACCT students must complete their program of study within a maximum time frame of 150% of normal program length, measured in terms of the quarter credit hours attempted (not the period of enrollment). Within this SAP policy, a “credit” is defined as a quarter credit hour, and an “attempted” credit is defined as one for which a student attended the first day of classes has incurred a financial obligation. This MTF also serves as the foundation for establishing the SAP evaluation points. The normal program length and MTF for graduate programs of study are presented in the table below.

<i>Program Degree Level</i>	<i>Normal Program Length</i>	<i>Maximum Timeframe</i>
Master’s Degree Programs	54 credits	81 credits

Minimum Completion Percentage (MCP) and Cumulative Grade Point Average (CGPA)

Students are evaluated starting after 18 credits attempted. To meet ACCT’s MCP and CGPA requirements, students must maintain the specified MCPs and CGPAs at the evaluation points identified in the chart below.

<i>Evaluation Points</i>	<i>Minimum Completion Percentage of Credits Attempted</i>	<i>Minimum CGPA Graduate Programs</i>
At the end of each academic year or at the end of each quarter.	67%	3.00

In order to graduate from any master’s degree program, a student must achieve a CGPA of 3.0 or higher in addition to meeting all other SAP and program requirements.

SAP Calculations

Non-letter grades are included or excluded in ACCT's calculation of a student's SAP as defined in the table below.

<i>Types</i>	<i>Maximum Timeframe Credits Attempted Allowed (MTF)</i>	<i>Minimum Completion Percentage of Credits Attempted (MCP)</i>	<i>Minimum CGPA Calculation</i>
Transfer	Include	Include	Exclude
Advanced Standing	Include	Include	Exclude
Withdrawal or Incomplete	Include	Include	Exclude
Repeat	Include	Include	Include (Most Recent Grade)
Non-Credit or Remedial	Exclude	Exclude	Exclude

In addition, if a student changes his or her program of study, student's normal program length will be recalculated based on the credits required complete new program of study.

Impact of SAP on Academic Standing

Academic Probation

A student who fails to meet the minimum SAP requirements as outlined in this policy will be placed on academic probation status for the quarter immediately following the end of the term in which SAP is not met. The statement "Placed on Academic Probation" will be entered on the student's transcript, and the student will receive a notice in writing explaining the status and offering an opportunity for counseling and assistance, if needed.

Academic Dismissal

At the end of the probationary quarter, if the student still does not meet ACCT's minimum SAP standards, he or she will be academically dismissed. The statement "Academic Dismissal" will be entered on the student's transcript. The student will be notified in writing of his status and provided an explanation of the status and the opportunity for appeal. This notice of dismissal will be retained in the student's file. If the student does not successfully appeal the academic dismissal, the statement "Academic Dismissal" will remain on the student's transcript.

Appeal of Academic Dismissal

A student may appeal a dismissal by submitting a written request to the Chief Academic Officer within ten business days after notification has been issued. An appeal must be based on significant mitigating circumstances that seriously impacted the student's academic performance. Mitigating circumstances may include serious illness, accident or injury to the student, death of a family member or other significant person in the student's life, or other special circumstances. The student must submit with the appeal written an explanation of the reason(s) why he or she failed to meet SAP, an explanation of what has changed that will allow the student to meet SAP in the next term, and any supporting documentation relevant to these explanations. If the appeal is granted, the student will be placed on academic probation status for the next quarter. If the appeal is not granted, the student will be academically dismissed, and "Academic Dismissal" will be entered on the student's transcript.

Extended Enrollment Status

A student who does not meet SAP for two consecutive quarters will be dismissed unless the student applies for and receives extended enrollment status for a maximum of one quarter in which to attempt to regain good academic standing. An Appeals Committee approves or denies requests for extended enrollment status; often the committee will require that the student engage in an academic improvement plan to help the student toward achieve greater academic success. A request for a hearing by the Appeals Committee should be filed with the ACCT Chief Academic Officer by the student within 10 days of being dismissed. In extended enrollment status, the student is not eligible for any institutional financial aid, must retake classes previously failed (if offered), and meet specific terms and conditions agreed upon in writing by the student and the Appeals Committee. Extended enrollment status will be indicated on student's transcript. The extended enrollment status must be completed within the MTF for the student's program of study, and all credits attempted during the extended enrollment period count toward the MTF.

Readmission after Academic Dismissal

An individual who has been academically dismissed from ACCT, and who wishes to continue in the same program of study, may petition in writing to be readmitted after a period of one quarter. The petition must describe the changes in behavior or circumstance that will result in improved academic performance and must be submitted to the Appeals Committee prior to the beginning of the quarter in which the student seeks to enroll. The Appeals Committee will determine if the student has demonstrated likelihood for future success in the program of study. If the petition is accepted, the student will be placed on academic probation for one quarter, during which the student is not eligible for any institutional aid. If the student does not achieve SAP by the end of this probationary quarter, the student will be academically dismissed and will not be eligible for readmission.

Alternatively, a student may choose to reenroll in a different program of study. Doing this requires approval by the dean of the new program of study, who may also choose to allow the student to continue in enrollment at the College without a one-quarter delay. The student must then follow the program requirements for the catalog in effect at the time of reenrollment into the new program. Applicable credits attempted and grades earned in the prior program may be transferred to the new program of study, up to a maximum of six courses, and considered as part of a recalculated SAP. Students are limited to one such program change following academic dismissal.

Additional Credentials

A student obtaining more than one degree must complete each degree with all the qualitative and quantitative standards of the SAP policy. Each degree must be completed within 150% of the normal period to complete the degree program. Also, the minimum completion percentage of credits attempted standard has to be met, but the CGPA of any prior program is not applied to the new SAP calculation.

Academic Standing for Veterans

Any change in the status of a student receiving veterans benefits, whether that be a change of curriculum, change in course load, withdrawal, suspension, dismissal or other type of changes must be reported to the Department of Veterans Affairs not later than 30 calendar days after the process has been officially completed at the ACCT. Veterans who do not make satisfactory progress toward completion of their program must be reported to the Department of Veterans Affairs for action.

Graduate Program Descriptions

Master of Science in Accounting (MSAC)

Program Description

The Master of Science in Accounting degree program consists of 12 classes for 54 quarter hour credits. This program prepares individuals to practice the profession of accounting and to perform related business functions. It includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, auditing, reporting procedures, statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, and accounting applications to for-profit, public and on-profit organizations.

Program Objective

The objective of the MS in Accounting program is to equip persons seeking to advance in their careers as professional accountants in industry, government, and non-profit organizations with the specialized knowledge and skills demanded of the profession in this dynamic and changing era in business.

Applicants without an undergraduate degree in Accounting or equivalence will be required to complete the following courses with a grade C or better: ACC100 Principles of Accounting I; ACC200 Principles of Accounting II; ECO100 Principles of Economics; and LEG100 Business Law.

Core component 18 credits / 4 courses

ACC500 Financial Accounting
BUS530 Business Technology and Research
ECO500 Managerial Economics and Finance
LEG500 Commercial Law

Major component 27 credits / 6 courses

ACC504 Advanced Auditing
ACC562 Advanced Managerial Accounting
ACC563 Advanced Accounting Theory
ACC590 *Curricular Practical Training Externship
ACC599 CAPSTONE: Accounting (To be taken in last or next to last quarter).
TAX580 Advanced Federal Taxation

** ACC590 is selected in consultation with the Program Director*

Electives Component 9 credits / 2 courses (select two courses from the following)

ACC502 Accounting Information System
ACC555 Systems Auditing
ACC570 Forensic Accounting
ACC575 International Accounting System
FIN500 Advanced Financial Management
TAX581 Advanced Business Taxation
TAX585 International Taxation

In addition, a different course may be selected with approval of the program dean.

CPT Externship Extension (optional)

ACC590 – (1–6) CPT in Accounting Externship Extension (0 credits; may only be taken after ACC590)

Master of Business Administration (MBA)

Program Description

The MBA program consists of 12 courses (54 quarter hour credits). The MBA program prepares individuals to organize and direct the functions & processes of an organization and includes instruction in business/management theory, leadership and behavior, accounting and finance, quantitative methods, competitive strategy, production, marketing and business decision-making.

Program Objective

The MBA degree program is designed for working adult students who wish to advance in their business career or expand their capabilities. The curriculum prepares students for the emerging knowledge economy by emphasizing the fundamental state-of-the-art technical and “soft” business skills in demand in today’s rapidly changing workplace and job demands.

Applicants without an undergraduate degree in Business Administration or equivalence will be required to complete the following courses with a grade C or better: ECO100 Principles of Economics; FIN100 Introduction to Finance MAT310 Descriptive Statistics; and ACC100: Principles of Accounting.

Core component: 13.5 credits / 3 courses

ACC500 Financial Accounting
BUS530 Business Technology & Research
CIS500 Management of Information Systems; OR
GIS580: Geospatial Business Intelligence

Major Component: 27 credits / 6 courses

BUS520 Leadership and Org. Behavior
BUS599 CAPSTONE: Business Administration (To be taken in last or next to last quarter)
BUS590 *Curricular Practical Training Externship
ECO500 Managerial Economics and Finance
MGT550 Project Management
MKT501 Marketing Management

* BUS590 is selected in consultation with the program dean

Concentration component 13.5 credits / 3 courses from the following:

Accounting:

ACC 502 Accounting Information Systems
ACC 504 Advanced Auditing
ACC 562 Advanced Managerial Accounting
ACC 563 Advanced Accounting Theory
ACC 575 International Accounting Systems
TAX 580 Advanced Federal Taxation

Marketing Management:

BUS507 Marketing Analytics
BUS515 Operations Management
BUS558 Entrepreneurship and Small Bus. Man-t
MKT535 Marketing & E-Marketing Management
MKT545 International Marketing

Health Care Management:

HCM 560 Health Services System
HCM 576 Health Care Quality Management
HCM 580 Economics of Health Care Management

Project Management:

MGT 551 Agile & Lean Project Management
MGT 553 Program & Portfolio Management
MGT 580 Risk, Quality & Communication Management

Human Resources Management:

BUS 565 Human Resource Development
BUS 570 Adv. Labor Relations & Collective Bargaining
BUS 575 Reward Systems

Geospatial Business Intelligence:

GIS580 Geospatial Business Intelligence
GIS581 Geospatial Business Analysis and Modeling
GIS585 Geospatial Application in Business & Management

Business Analytics:

BUS505 Business Analytics for Competitive Advantage
BUS507 Marketing Analytics
BUS597 Statistical Analytics of Business Problems

No Specialization:

Choose any three courses from Concentrations above or General Electives below

General Electives:

BUS500 Business Communication
BUS510 Strategic Resolution Methods
BUS525 Risk Analysis and Risk Management
BUS531 Business Analysis I
BUS532 Business Analysis II
BUS 557 Strategic Management and Competitive Advantage
BUS 585 Supply Chain Management
BUS592 Business Analysis
LEG500 Commercial Law

In addition, a different course may be selected with approval of the program dean.

CPT Externship Extension (optional)

BUS590 – (1–6) CPT in Business Administration Externship Extension (0 credits; may only be taken after BUS590)

Master of Science in Computer Information Sciences (MSCIS)

Program Description

The MSCIS program consists of 12 courses (54 quarter hour credits).

Program Objective

The goal of the Master of Science in Computer Information Sciences program is to develop technical computing skills in our students. Graduates will be able to identify and address technical problems as they relate to all aspects of computer Science, and will be able articulate their approach and findings to other professionals in both written and oral forms. The program emphasizes strong technical skill and help students develop and demonstrate their ability to communicate effectively in both written and oral formats.

Applicants without an undergraduate degree in CIS or equivalence will be required to complete the following courses with a grade C or better: CIS150 Introduction to Networking; CIS170 Computer Science Fundamentals; and CIS285 Introduction to Programming.

Core Component 13.5 Credits / 3 Courses

ACC500 Financial Accounting
BUS530 Business Technology and Research
CIS500 Management of Information Science

Major Component 27 Credits / 6 Courses

CIS510 Data Base Design
CIS555 Object Oriented Analysis and Design
CIS557 Decision Making Under Uncertainty
CIS570 E-Business Tech. and Management
CIS590 *Curricular Practical Training Externship in Computer Information Sciences
CIS599 CAPSTONE: Computer Information Science (To be taken in last or next to last quarter).

**CIS590 course is elected in consultation with the program director.*

Electives/Concentration Component 13.5 credits / 3 courses

Software Engineering

CIS530 Computer systems Architecture
CIS580 Software Engineering Development
CIS582 Current Issues in Software Eng.

Computer Networking

CIS552 Info and Comm. Technology
CIS554 Fixed Hybrid and Wireless Net
CIS556 Data Networking

Cyber Security

CIS549 Cloud Computing Environments
CIS591 Security in Computing
CIS594 Advanced Network Security

Systems Development

CIS531 Statistics for IT Managers
CIS540 Enterprise Architecture
CIS589 Business Process Modeling

Telecommunications

CIS522 Internet Protocols
CIS546 Digital Communication
CIS548 Wireless Communication

Project management

Choose three from the following:

MGT550 Project Management
MGT551 Agile and Lean Project Management
MGT553 Program & Portfolio Management

Geospatial Business Intelligence

GIS580 Geospatial Business Intelligence
GIS581 Geospatial Business Analysis and Modeling
GIS585 Geospatial Application in Business & Management

Quality Assurance

CIS575 Software Quality Assurance I
CIS576 Software Quality Assurance II
CIS577 Software Quality Audit & Compliance Management

Health Informatics

HCM561 Biomedical Science & Health IT
HCM562 Health Informatics
HCM563 Electronic Health Records

No Specialization:

Choose any three courses from any Concentrations or General Electives

General Electives

(Permission of program dean required)

CIS583 Current Issues in Management Information Systems
CIS592 Special Topics in Information Technology
CIS593 Special Topics in Data Mining & Data Warehousing
CIS596 Interactive Computer Graphics

In addition, a different course may be selected with approval of the program dean.

CPT Externship Extension (optional)

CIS590 – (1 – 6) CPT in CIS Externship Extension (0 credits; may only be taken after CIS590)

Graduate Course Descriptions

Note: No prerequisite course is required unless it is mentioned in the individual course descriptions below.

Accounting

ACC500 Financial Accounting (4.5 quarter credit hours)

This course covers advanced topics in financial accounting, including financial statements; income statement items; cash and inventories; payables and receivables; property, plant and equipment, employee benefits; long term liabilities; taxes; and non-profit accounting. Students also develop skills in presenting financial reports.

ACC502 Accounting Info Systems (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

This course covers the principal aspects of systems analysis and application of information systems concepts to the accounting process and accounting models, both manual and automated.

ACC504 Advanced Auditing (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

Provides an in-depth analysis of current auditing issues, including professional standards and ethics, internal control gathering and documentation of evidences and statistical sampling. Focuses on detailed analysis of audit programs and EDP, as concepts concerning the financial condition and operation of commercial enterprises.

ACC555 Systems Auditing (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

Covers the unique aspects of auditing accounting information system for two points of view: attesting to the financial statements or conducting an operational audit. Explores the various techniques used to audit around the system. Focuses on documentation of evidence and a detailed analysis of the audit programs.

ACC562 Advanced Managerial Accounting (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

This course investigates advanced topics in managerial accounting and expands upon topics covered in managerial accounting. Topics include cost projections, analysis and interpretation, analysis under uncertainty, capital budgeting, linear programming, and decentralized operations.

ACC563 Advanced Accounting Theory (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

Provides a frame of reference for advanced accounting theories. Emphasizes income, liability, and asset valuation based on inductive, deductive, and capital market approaches. Also surveys price level changes, monetary and non-monetary factors, problems of ownership equities, and the disclosure of relevant information to investors and creditors.

ACC570 Forensic Accounting (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

This course provides a framework for an understanding of forensic accounting. Topics covered include various foundation areas of importance to the forensic accountant, the basic forensic accounting tool-oriented areas, and practice areas relevant to forensic accounting.

ACC575 International Accounting System (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

This course surveys the accounting systems of key European, Asian, South American, Central American, and Canadian regions. Examines the various approaches to valuation and recordation of assets and liabilities. Also examines the complex issues regarding the recognition of revenue and expenses, as well as the preparation of consolidated financial statements of a United States corporation with foreign subsidiaries.

ACC590 Curricular Practical Training in Accounting Externship (4.5 quarter credit hours)

This course requires permission and authorization of the Dean of Accounting. This course requires a three-way partnership among student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience.

ACC590 (1-6) Curricular Practical Training in Accounting Externship (continuation, 0 credits)

This course is a continuation of ACC590 course.

ACC599 CAPSTONE: Accounting (4.5 quarter credit hours)

(To be taken in last or next to last quarter). This directed research course enables the student to complete a research project in the field of major concentration. The research project will be monitored by a supervising faculty member and must be defended by the student in an oral examination.

Business

BUS500 Business Communication (4.5 quarter credit hours)

This course is aimed to equip students with a conceptual framework and specific tools for communicating effectively in complex business environments to successfully accomplishing strategic business decisions. It provides students with an understanding of a variety of communication theories and their applications to the workplace environment. Applications include business conflict resolution, negotiation, interpersonal and group communication strategies and facilitation. Also, it will touch on the topic of intercultural managerial communication, ethics and social responsibility. Students will learn through simulations, role-playing, group discussions, group exercises, and individual assignments.

BUS505 Business Analytics for Competitive Advantage (4.5 quarter credit hours)

The course provides the basic understanding of the technologies and methodologies important for data driven decision making and focuses on outlining the importance of IT, statistical methods, data mining, predictive analytics, optimization and data visualization. It covers the basis of analysis in finance, marketing, operations, business intelligence and others generating large amounts of data.

BUS507 Marketing Analytics (4.5 quarter credit hours)

This course provides the practice of measuring, managing and analyzing marketing performance to maximize its effectiveness and optimize ROI. Understanding marketing analytics allows marketers to be more efficient at their jobs and minimize wasted Web or other channel marketing dollars. Students will learn application quantitative techniques to drive marketing results, obtain hands-on experience through application of spreadsheet-based models, acquire proficiency in the application of strategic decision models and metrics.

BUS510 Strategic Resolution Methods (4.5 quarter credit hours)

This course provides students with an understanding of a variety of conflict resolution theories, and their applications to the workplace environment. Topics include mediation, arbitration, and facilitation. Students will learn through simulations, role-plays, group discussions, group exercises, and individual assignments.

BUS515 Operations Management (4.5 quarter credit hours)

Presents production and operations concepts and techniques. Topics include the interaction of the operations functions with other primary functions such as marketing and finance, process and product design, allocation of scarce resources, e-Commerce, and quality management principles.

BUS520 Leadership and Organizational Behavior (4.5 quarter credit hours)

This course analyzes both the formal and informal aspects of the management process. The course includes human behavior in an organizational environment, individual behavior patterns, superior and subordinate relationships, group dynamics, communication, motivation, ethics and decision-making.

BUS525 Risk Analysis and Risk Management (4.5 quarter credit hours)

This course will provide the students with an understanding of risk, risk assessment, risk analysis, and risk management in the business environment. Risk mitigation will also be discussed.

BUS530 Business Technology and Research (4.5 quarter credit hours)

This course covers qualitative and quantitative methods for conducting practical business research projects. Topics include techniques of data collection, evaluation of alternative sources of information, methods of evaluating data using computer techniques, and methods of reporting and presenting results.

BUS531 Business Analysis I (4.5 quarter credit hours)

Sometimes companies are in a dilemma whether to enhance the existing computerized systems or adopt an entirely new system. This covers AS IS and TO BE cases, cost-benefit analysis and risk management for software development.

BUS532 Business Analysis II (4.5 quarter credit hours)

This course evaluates the life cycle of systems development, process re-engineering structures, and applies General Accounting Principles to adoption decisions for software methodologies.

BUS557 Strategic Management & Competitive Advantage (4.5 quarter credit hours)

The course focuses on the analyses, decisions, and actions that an organization undertakes in order to gain and maintain competitive advantage. The primary objective of this course is to provide students with skills that are useful in developing and implementing business strategies. The course introduces a number of conceptual frameworks and methodologies for diagnosing business conditions, design of strategies, and evaluation of strategic alternatives to eventually succeed in business operation.

BUS558 Entrepreneurship & Small Business Management (4.5 quarter credit hours)

The course introduces students to the world of entrepreneurs, and outlines the ways to launching your own business. It provides the basic principles of operating and managing a small business, and focusing on developing a start-up business, buying, pricing, promotions, marketing and planning successful business operation from debut through exit. The course also reviews strategic planning considerations relative to operating a small business.

BUS560 Cost-Benefit Analysis and Resource Acquisition (4.5 quarter credit hours)

A foundation of any project is the determination if the project is worth doing, then acquiring the resources to do it. This course covers how to identify and measure costs and determine the worthiness of a project and to procure and manage resources.

BUS565 Human Resource Management (4.5 quarter credit hours)

This course analyses the process by which the human resource is managed and its role in strategic management. Discusses how HRM processes integrate with business functions, enhance productivity, contribute to an organization's competitiveness. Review its functions and considerations for planning and executing HRM strategies in domestic and global environment.

BUS570 Advanced Labor Relations and Collective Bargaining (4.5 quarter credit hours)

This course provides an outlook of labor relations including its history, law, challenges and opportunities. The course covers the collective bargaining process, examines the cost of labor contracts from the perspective of wages and salaries, employee benefits and job security and seniority, and implementation of the collective bargaining agreement.

BUS575 Reward Systems (4.5 quarter credit hours)

This course focuses on three important topics in rewarding employees: performance appraisal, compensation systems development, and incentive compensation and benefits. Students will learn the aspects of direct compensation that will go beyond fixed salary and wages in particular, different types of individual and group incentive systems. The course also examines indirect compensation, and the implementation and administrative challenges associated with both incentives and benefits.

BUS580 Quality Assurance and Risk Management (4.5 quarter credit hours)

Assuring product and project quality is critical to reduce costs and risks. This course overviews quality planning techniques and tools and culminates with production of a Quality Assurance and Control Plan. Topics include Continuous Process Improvement, Quality Cycle, ISO9000, Malcolm Baldrige Criteria, CMMI, defect measurement, Pareto Analysis, Statistical Process Control, and managing financial and physical risk.

BUS585 Supply Chain Management (4.5 quarter credit hours)

This course presents considerations for optimizing supply chain performance and developing integrated network collaboration among the participants in the firm's supply chain. Use a managerial perspective to review the application of e-commerce in support of the major business function involved in supply chain management.

BUS590 Curricular Practical Training in Business Administration Externship (4.5 quarter credit hours)

This sentence requires permission and authorization of the Dean of Business Administration. This course requires a three-way partnership among student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience.

BUS590 (1-6) Curricular Practical Training in Business Administration Externship (continuation, 0 credits)

This course is a continuation of the BUS590 course.

BUS592 Business Analysis (4.5 quarter credit hours)

Students will develop skills to evaluate business performance and financial reporting and learn how to make recommendations to help businesses stay competitive successful. Topics include understanding the business environment, analysis of financial statements, raising capital, cash flow, taxes, compensation, debt policy, financial leverage and managing and reducing risk in multinational corporations

BUS 597 Statistical Analytics of Business Problems (4.5 quarter credit hours)

This course covers topics in Business Analytics - statistics, data analysis, information and decision support systems, and management science.

BUS599 CAPSTONE: Business Administration (4.5 quarter credit hours)

(To be taken in last or next to last quarter).

Enables student to complete a research project in the field of major concentration. The research project will be monitored by a supervising faculty member and must be defended by the student in an oral examination. The oral defense maybe conducted in a conference-style meeting of student instructor and a technical advisor.

Computer Information Sciences

CIS500 Management of Information Systems (4.5 quarter credit hours)

The course examines the information requirements of an organization. The course includes an overview of information systems in the business world and emphasizes the difference in the kinds of information needed at the operation levels. It discusses planning and implementing a comprehensive information system and methods to measure its effectiveness.

CIS510 Data Base Design (4.5 quarter credit hours)

This course is an introduction to data model and database systems and design. Included are the relational model and relational algebra and operators as well as functional dependencies and normalization. Underlying storage structures and access methods of databases, database recovery and protection, issues of transactions, concurrent access, and query optimization are covered.

CIS511 Fiber Optics (4.5 quarter credit hours)

Prerequisite: MAT100 or Department Approval

This course covers basic concepts of satellite communications techniques. The students are introduced to objective principals, procedures, and techniques for designing and applying fiber optic cables. Topics include fiber optic communication system, optic review, light-waves fundamentals, integrated optic waveguides, optical source and amplifiers light directors, couplers and connectors, distribution networks and fiber communications, modulation, noise and detection, and system design.

CIS512 Satellite Communication (4.5 quarter credit hours)

This course introduces computer science and telecommunications to the basics concepts of satellite communication strategies. Topics covered include orbits and related issues, base and signal and quality of service (QoS), communication techniques, up/down link, inner-satellite link, overall link performance, multi-access, satellite networking, earth satellite, communication payload, the platform, satellite and launch vehicles, dependability of satellite communication systems, and space environment.

CIS513 Intrusion Detection (4.5 quarter credit hours)

Prerequisites: CIS249 and CIS510 or Department Approval

This course introduces principles for intrusion detection techniques to secure computer/cyber for networks. Major topics include information sources, analysis schemes, non-credentialed approaches, vulnerability analysis, technical and legal issues.

CIS514 Internet Protocols (4.5 quarter credit hours)

Prerequisites: MAT100 and CIS150 or Department Approval

This course introduces basic conceptual specifications and formal description methods, and finite-state demonstrations of internet protocol specifications.

CIS515 Wireless Communications (4.5 quarter credit hours)

This course introduces the development of applicable design and implementation skills. Topics include wireless communication systems and standards, antenna design, cellular, cellular layout, and personal communication design and devices. One focus is on new Low Earth Orbit (LEO) Satellites.

CIS516 Voice Over IP (VOIP) (4.5 quarter credit hours)

This course emphasizes transmission of voice over a packet switched network. The course will involve typical VOIP network scenarios/discussions such as campus and multi-site private networks. Communication protocols for VOIP including RTP and RTCP will be discussed in depth. Security and quality issues will also be introduced.

CIS520 Software Engineering (4.5 quarter credit hours)

This course covers introductory concepts and strategies within the topic vital to both the practitioner and the theorist, as trends continue to change rapidly in the software engineering technology field. This course also investigates current system engineering, software architectures, product assurance principles, and software project management, described in the terminology of established software process.

CIS522 Internet Protocols (4.5 quarter credit hours)

Prerequisite: MAT 100 and CIS 150 or Department Approval

This course introduces protocol specifications and formal description methods, finite-state demonstrations of internet protocol concepts, and description language and implementation of protocol specification. Topics include OSI layers and the TCP/IP stack.

CIS530 Computer Systems Architecture (4.5 quarter credit hours)

This course serves as an introduction to the software development process. Included are requirements engineering, software architecture, design, and testing, software configuration management, delivery, testing, and software re-engineering. A special focus is placed on the management of the software development project.

CIS531 Statistics for IT Managers (4.5 quarter credit hours)

Statistical concepts and models used in the solutions of managerial problems. Topics include descriptive statistics, frequency distribution, probability, statistical inference and testing, introduction to forecasting and regression modeling.

CIS540 Enterprise Architecture (4.5 quarter credit hours)

The student will learn current and prospective enterprise architectures, as well as technologies and line of business specializing with the requisite knowledge and skills to implement variable cost effective enterprise architecture within the organizations. Students will gain the requisite knowledge and skills to enhance intra-and inter-agency processes.

CIS541 Data Structures and Algorithms (4.5 quarter credit hours)

This course is designed to provide an in-depth overview of data structures, including elementary data organization, data structure operations, algorithm complexity, and time-space trade offs. The course examines arrays, stacks and queues, linked lists, trees, graphs and multi-graphs, sorting, and file structures, including indices. A focus on maximization of access and minimization of time and other resource costs is maintained throughout.

CIS546 Digital Communication (4.5 quarter credit hours)

The course focuses on digital communications techniques as utilized in present and expected future systems. Topics covered include analog to digital conversions, digital sampling techniques, digital modulation and transmission, multiplexing concepts, and include coding techniques. The uses of place transforms, discrete-time systems, power spectral density analysis, coherent and non-coherent, spectrum, satellite communications, and multiple access techniques are topics to be studied.

CIS548 Wireless Telecommunication (4.5 quarter credit hours)

This course concentrates on fundamental developmental of global wireless networks. Both fixed and mobile systems are addressed from a practical design and implementation point of view. This course considers propagation effects for outdoor/ indoor systems, modulation technologies, data encoding, antenna design, cellular layout, personal communication devices, and satellite and other technologies emphasizing wireless communications.

CIS549 Cloud Computing Environment (4.5 quarter credit hours)

This course examines the technologies, structure, and future directions of cloud computing applications. Topics include the technologies associated with cloud computing, and the organizational, legal, and regulatory issues encountered in cloud computing environments.

CIS550 Data Computer Communication (4.5 quarter credit hours)

This course will provide the student with a basic understanding of data communication theory including networking components, terminology, standards, and protocols; physical, data link, and network layers of the communication stack; network design, planning, and implementation; wireless technologies and internetworking strategies, and network security and administration.

CIS552 Information and Communication Technology (4.5 quarter credit hours)

This course examines trends and topics in computer communication theory. Provides a foundation for analysis, design implementation, and management of computer communication systems.

CIS554 Fixed Hybrid and Wireless Networks (4.5 quarter credit hours)

The course emphasizes the design and implementation of wireless/fixed networks needed to deliver wireless access to customers. Topics covered include: cellular interfaces to wire line networks, access to the internet, network management, transmission systems, and internet protocols. The designing of networks, including traffic analysis, handoffs, and multiplexing of U.S. European, Asian and Canadian systems are considered.

CIS555 Object Oriented Analysis and Design (4.5 quarter credit hours)

This course aims to provide the student with a simple, clear, analysis and design notation. A good basic understanding of the concepts of object oriented system is provided, along with a method for construction of analyses and designs and some discussion of the implementation of design.

CIS556 Data Networking (4.5 quarter credit hours)

Prerequisite: CIS546 or CIS548 or Department Approval

Topics included in the course are data communications, data link control, data encoding, wide area networks, local area networks, network protocols, and security related to the internet. Communications architecture with the seven layer protocol system are considered. Topics such as circuit and packet switching, frame relay asynchronous transfer mode (FRATM), network management using SNMP, and understanding the design and implementation of the internet are covered.

CIS557 Decision Making Under Uncertainty (4.5 quarter credit hours)

This course develops expertise in a standard set of statistical and graphical techniques, which will be useful in analyzing business related data. These techniques are widely applied in a number of areas of management including marketing, finance and economics. The course provides a change in mindset from statistics that can be used to show anything to statistics that provide a methodology to cope with uncertainty.

CIS564 Technology Change Management (4.5 quarter credit hours)

Learn the models of change: Lewin, Equity, Resistance, and Magic Bullet. Learn the diffusion of innovation approach of technology, communications, time, and social systems. Learn the logical, bureaucratic, human relations, and cultural aspects of organizational design.

CIS565 Applying Project Management (4.5 quarter credit hours)

This course covers the disciplines and intellectual processes that are generally accepted in the application of sound management principles to projects. The course provides an extensive review of the Project Management Institute's (PMI) Guide to Project Management Book of Knowledge (PMBOK).

CIS566 Strategic Management of Multiple & Complex Projects (4.5 quarter credit hours)

This course addresses the strategic alignment and prioritization of multiple and complex projects with an organization's business objectives and directions. Major areas covered include: stakeholder value, return on investment, balancing the tradeoff between project priorities and operational imperative business benefit, balancing, and coordination of project resources across multiple projects.

CIS567 Advances in Project Management (4.5 quarter credit hours)

This course examines various aspects of organizations and project performance from actual cases. Aspects include the project decision making environment, the enterprise culture, leadership attributes, changes due to project creativity, logic of reasoning within a project, and how projects are actually learning environments.

CIS570 E-Business Technology and Management (4.5 quarter credit hours)

This course introduces the students to E-Commerce as a natural extension of the Information Technology revolution. It extends the web of interactions between supplier and consumer, and manufacturer and customer, providing the foundation for a complete electronic economy. The opportunities for wealth creation by entrepreneurial individuals and large organizations alike are enormous.

CIS571 Programming Language Structures (4.5 quarter credit hours)

Prerequisite: CIS530 or Department Approval

This course is designed to provide a foundational understanding of programming language including programming paradigms, programming language processors, syntax and semantics, data types and structures, recursion, data control, storage management, and operating and programming environments.

CIS575 Software Quality Assurance I (4.5 quarter credit hours)

This course covers quality planning techniques and tools and culminates with production of a Quality Assurance and Control Plan. Topics include Continuous Process Improvement, Quality Cycle, ISO9000, Malcolm Baldrige Criteria, CMMI, defect measurement, Pareto Analysis, and Statistical Process Control and managing financial and physical risk.

CIS576 Software Quality Assurance II (4.5 quarter credit hours)

Prerequisite: CIS575 or Department Approval

This course continues to develop quality planning techniques and tools and culminates with production of a Quality Assurance and Control Plan. Topics include Continuous Process Improvement, Quality Cycle, ISO9000, Malcolm Baldrige Criteria, CMMI, defect measurement, Pareto Analysis, Statistical Process Control, and managing financial and physical risk.

CIS577 Software Quality Audit & Compliance Management (4.5 quarter credit hours)

An effective software quality and compliance management can protect you against potential litigation, financial implications and reputational damages. This course focuses on where you can learn to become a Software Quality Audit & Compliance Management professional. Software Quality Audit & Compliance is a system of measures and controls established within an organization to try and manage Quality Audit & Compliance for the system/software being implemented. In addition this course also provides an introduction for anyone thinking about moving into the Quality and Compliance Management role.

CIS580 Software Engineering Development (4.5 quarter credit hours)

This course is an introduction to software engineering and practice, addressing both procedural and object-oriented development. It applies concepts consistently to two common examples - a typical information system and a real-time system. It combines theory with real, practical applications by providing an abundance of case studies and examples from the current literature.

CIS582 Current Issues in Software Engineering (4.5 quarter credit hours)

(Permission of Academic Dean Required)

This course addresses current topics in the software engineering field. Course topics vary.

CIS583 Current Issues in Management Information Systems (4.5 quarter credit hours)

(Permission of Academic Dean Required)

This course addresses current topics in the management information systems field.

CIS589 Business Process Modeling (4.5 quarter credit hours)

This course provides students with the key fundamental concepts of Business Process Modeling. The course provides an initial foundation of knowledge which prepares the students for advanced Business Process Modeling topics, including discussions on the value of modeling systems, the process of building models, Business Process modeling mutation, context diagramming, functional decomposition with data flow modeling, and model verification and validation.

CIS590 Curricular Practical Training in Computer Information Sciences Externship (4.5 quarter credit hours)

This course requires permission and authorization of the Dean of CIS. This course requires a three-way partnership between student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience

CIS590 (1-6) Curricular Practical Training in Computer Information Sciences Externship (continuation, 0 credit)

This course is a continuation of the CIS590 course.

CIS591 Security in Computing (4.5 quarter credit hours)

This course examines the basic principles of data and information system security in the business enterprise. Issues of identifications, confidentiality, authentication, integrity, and basic cryptography are addressed. Risk Management, including intrusion detection and mitigation, is included. Issues of organizational security and the attendant policy, legal, and ethical concerns are a focus.

CIS592 Special Topics in Information Technology (4.5 quarter credit hours)

(Permission of Academic Dean Required)

Topics vary according to the interests and needs of students and availability of faculty members. Typical subjects include analysis of business systems, database, computer logic, design, computers in education, science analysis, microprogramming, and artificial intelligence.

CIS593 Special Topics in Data Mining & Data Warehousing (4.5 quarter credit hours)

Prerequisite: CIS510 or Department Approval

This course presents the necessary fundamentals of data warehousing and data mining (methodology, tools, techniques, systems and terminology).

CIS594 Advanced Network Security (4.5 quarter credit hours)

Prerequisite: CIS591 or Department Approval

This course is a comprehensive overview of network security including general security concepts, and communication security including remote access, e-mail, the Web, directory and file transfer, and wireless data. Common network attacks will be discussed. Cryptography basics are incorporated and operational/ organizational security is discussed as it is related to physical security, disaster recovery, and business continuity. Computer forensics are introduced. This course involves examination of network security defense techniques and countermeasures with defense fundamentals.

CIS596 Interactive Computer Graphics (4.5 quarter credit hours)

Prerequisite: CIS550 or Department Approval

This course provides an introduction to basic concepts in computer graphics and raster based methods. Included is a review of required theoretical background for computer graphics and applications of computer science to graphics. A study of hardware and software components of graphic systems, 2D and 3D geometrics transformations, illumination models and surface rendering is included.

CIS599 CAPSTONE: Computer Information Sciences (4.5 quarter credit hours)

(To be taken in last or next to last quarter).

This directed research course provides the student with the opportunity to integrate the broad spectrum of what has been learned in previous courses into a final project of direct relevance to the students. An oral presentation of the project approach and findings is required.

Economics

ECO500 Managerial Economics and Finance (4.5 quarter credit hours)

Prerequisite: ECO100 or Department Approval

Provides a framework of economic analysis to help decision makers adapt to government regulations and other external factors which impact complex firms and organizations. Topics include causes of financial distress, the bankruptcy process, analyzing financial statements, capital structure and general financing an organization's operation.

ECO560 International Economics (4.5 quarter credit hours)

Prerequisite: ECO100 or Department Approval

Examines the relationships of aggregate economic activity, output determination, and national economic problems of inflation and unemployment. Considers the appropriate use of fiscal and monetary policy by the government to alleviate these problems. Discuss economic growth economic development, and the effects of international trade.

English

ENG050 Online Language Module (0 quarter credit hours)

The Online Language Module is required of all entering graduate students at ACCT. The module is normally completed during the student's first quarter of enrollment and provides a review of English vocabulary skills needed for academic and professional success.

Finance

FIN500 Advanced Financial Management (4.5 quarter credit hours)

This course presents the conceptual foundation for making corporate financing decisions. Reviews offering, seasoned equity offerings, public debt, convertible debt, private equity, and venture capital. Explains the causes and effects of financial distress and the bankruptcy process. Analyzes the process of financial aspects of strategic planning and performance evaluation, investment opportunities, asset evaluation, risk and return, dividends, capital structure and general financing the organization's operation.

Geographic Information Systems

GIS580 Geospatial Business Intelligence (4.5 quarter credit hours)

This course introduces students to the application of GIS (Geographic Information Systems) technology to business and technological studies and management, emphasizing the concepts and theories of Geospatial analysis, location intelligence and information systems applied to business and management decisions. It utilizes Geospatial software, Business Analyst and Segmentation Module extensions to familiarize students with business solutions using GIS and Spatial technology.

GIS581 Geospatial Business Analysis & Modeling (4.5 quarter credit hours)

Prerequisite: GIS580 or Department Approval

This course introduces students to enhanced application of GIS, Spatial Information Technology, Business Intelligence (BI) programs to business and management issues. Explores existing and potential capabilities of technology in conducting spatial business analysis, simulations, spatial modeling and visualization. Discusses advanced GIS and Business Intelligence concepts as strategic decision making business tools that support marketing research and analysis, logistics, management science, operations and information systems, international business and strategic business decision-making.

GIS585 Geospatial Applications in Business, Management, Health, IT & Government Operations (4.5 quarter credit hours)

Prerequisite: GIS580 and GIS581 or Department Approval

This course focuses on designing, planning, and completing a hands-on CAPSTONE project using GIS & Spatial Technology to reveal concepts and demonstrate the power of integrative analysis and visualization to enhance business decision-making within a particular company of choice.

Healthcare Management

HCM560 Health Services System (4.5 quarter credit hours)

This course covers the history of the US health care system and provides an overview of the structure and current issues in health care in the US, including the financing of the health care system. The course examines the changing relationships between patients, physicians, hospitals, insurers and the government.

HCM561 Biomedical Sciences and Health IT (4.5 quarter credit hours)

This course is designed for IT professionals, and those training to be IT professionals, who are preparing for careers in healthcare related IT (Health Informatics). This course provides a high level introduction into basic concepts of biomedicine and familiarizes students with the structure and organization of American healthcare system and the roles played by IT in that system. The course introduces medical terminology, human anatomy and physiology, disease processes, diagnostic modalities, and treatments associated with common disease processes. IT case studies demonstrate the key roles of health informatics and how IT tools and resources help medical professionals integrate multiple sources of information to make diagnostic and therapeutic decisions.

HCM562 Health Informatics (4.5 quarter credit hours)

This course presents the fundamental principles, concepts, and technological elements that make up the building blocks of Health Informatics. It introduces fundamental characteristics of data, information, and knowledge in the domain, the common algorithms for health applications, and IT components in representative clinical processes. It also introduces the conceptual framework for handling the collection, storage and the optimal use of biomedical data. It covers basic principles of knowledge management systems in biomedicine, various aspects of Health Information Technology standards, and IT aspects of clinical process modeling. There is also a term project to assess students' ability to understand and implement simple Health Informatics solutions.

HCM563 Electronic Health Records (4.5 quarter credit hours)

Electronic Health Records (EHRs) are application systems that automate the activities of healthcare clinicians including physicians, nurses, physician assistants, and healthcare administrative staff. Use of EHRs is increasing rapidly due to the systems' benefits and federal government programs to deploy EHRs. This increased use of EHRs has many challenges including complex data, high security requirements, integration to multiple application systems, a distributed user base, and broad impact on how these users work. This course will focus on real world use and deployment of EHRs through readings, hands on labs and case studies.

HCM574 Managed Care and Reimbursement Systems (4.5 quarter credit hours)

This course provides the student with comprehensive concepts of Managed Care. The student will review the formative years of Managed Care and study various theories, concepts and models as they relate to Managed Care. The types of Managed Care Organizations and different provider payment models are the building blocks for gaining and developing a Managed Care knowledge base in order to make appropriated management decisions when working in Health Care Delivery. The Insurance Function, in addition to organizational models will be reviewed at length.

HCM576 Health Care Quality Management (4.5 quarter credit hours)

This course establishes an understanding of the principles and practices of Health Care Quality Management as essential in Health Services Management. All aspects of health care quality management, emphasizing real world applications, a "systems approach" to health care quality, and team problem solving, as always in the interest of quality patient care.

HCM580 Economics of Health Care Management (4.5 quarter credit hours)

This course provides an overview of the economics involved in the organization and delivery of health care services in the US. Topics include health care supply (physicians) and demand (patients); the role and varieties of health insurance including public and private financing and the role of government in the health care market.

Legal

LEG500 Commercial Law (4.5 quarter credit hours)

This course analyzes the legal environment in which business must operate and examines key provisions of the minor federal laws related to labor, consumer protection, property rights, securities, bankruptcy, and environmental protection. The course reviews the various forms of business and the topic of corporate governance and examines contracts and the UCC, product liabilities, torts, and issues associated with intellectual property. The course discusses legal issues associated with international business.

Marketing

MKT501 Marketing Management (4.5 quarter credit hours)

This course covers the major elements of the marketing process including domestic and foreign market assessment, strategic planning, and development of marketing mix. Topics include consumer/business buying behavior, market research, brand management, product development, pricing strategies, and the design of marketing channels (promotion and distribution).

MKT535 Marketing and E-Marketing Management (4.5 quarter credit hours)

The student is introduced to concepts, tools and techniques of e-commerce and marketing management. Topics include identifying the target market, relationship marketing and marketing methods, evaluation of marketing practices, customer service, and gaining competitive advantage.

MKT545 International Marketing (4.5 quarter credit hours)

This course emphasizes development of effective international trade and marketing strategies in major global market areas including Europe, Africa, India, China and the Americas. Topics include foreign demand analysis, trade channels, promotion policies, and legal aspects.

Management

MGT550: Project Management (4.5 quarter credit hours)

This course examines project management principles used to effectively plan, direct, and control project activities to achieve schedule, budget and performance objectives. Reviews the project life-cycle, organization and charters, work breakdown structures, responsibility matrixes cost budgeting, scheduling, and resource allocation. Presents planning and control methods such as PERT and GANT charts, earned value management, and an overview of project management software applications.

MGT551: Agile & Lean Project Management (4.5 quarter credit hours)

The course will impart agile principles and lean methodologies in project management. An Integrated Lean Project Management (ILPM) framework which is an implementation-oriented hybrid of traditional Project Management Institute (PMI) and Agile project management paradigms will be coached. Students will learn the skills required to use agile principles and practices in project management. Topics will include Scrum, KANBAN and Lean methodologies practices, tools & techniques.

MGT553: Program & Portfolio Management (4.5 quarter credit hours)

This course will impart the competencies needed to manage program and portfolio from a strategic mindset so that they are aligned with business objectives and achieve expected outcomes. Topics will include program and portfolio management lifecycles, tools and techniques, analysis techniques used for program evaluation, qualitative and quantitative tools used by portfolio managers for trade-off and cost-benefit analysis.

MGT580: Risk, Quality & Communication Management (4.5 quarter credit hours)

This course will emphasize the processes and activities of the performing organization that determine risk, quality & communication management. It will examine the requirements of information for the ultimate disposition of project information. Topics will include risk management planning, identification, analysis, response planning, controlling risk on a project, and quality metrics, quality control charts, pare to diagrams, fishbone diagrams, maturity models, statistical methods, communication management plans, kickoff meetings, conflict management, communications media selection, status and progress reports, virtual communications, project Web sites, issue logs, interpersonal skills and reporting systems.

Political Science

POL500 International Geopolitics (4.5 quarter credit hours)

This course examines the complex and turbulent international environment. Discusses both a basic conceptual framework that can inform and order political and economic events, and an understanding of how the international political-economic system, and then looks at several critical issues area, such as economic and currency unions, technological advances, strategic alliances, and national competitiveness. Current events and issues are introduced as appropriate. Course emphasis will be in implications for domestic and global strategy.

POL550 Globalization and Development Policies (4.5 quarter credit hours)

The “Global Village” has brought increasing challenges for not only the governments but also to the Multi-National Corporations and the general citizens of the Wall Street and Main Street. Topics in this course include theory, practice, and the case studies used by the Governments and Corporations. Their styles and their effects on organizational behavior, global business practices, and strategic values for a peaceful globalized world are studies under consideration in this course. Between economic demands and geopolitical push and pull diplomatic maneuverings will be highlighted.

Taxation

TAX580 Advanced Federal Taxation (4.5 quarter credit hours)

Prerequisite: Department Approval

This course presents an overview of taxation of individuals and businesses. It also discusses tax planning necessary for optimal tax saving. The course involves tax research methodology and the preparation of business and individual tax returns using some of the latest tax software.

TAX581 Advanced Business Taxation (4.5 quarter credit hours)

Prerequisite: Department Approval

Federal income taxation of C corporations, S corporations and partnerships. Student will learn how to research and prepare business tax returns. Main topics include formation of corporations and partnerships, capital structure, business operations, distribution, and liquidation.

TAX585 International Taxation (4.5 quarter credit hours)

This course presents a foundational overview of the taxation related to the United States of America and several other nations in Asia, Europe, Africa, and the Americas. Tax issues for businesses and as individuals, transfer taxes, and other tax concerns will be covered. Also, the course looks at situations from a planning approach that gives the most beneficial tax situation.

College Personnel

Statement of Legal Control

The College is a closely held C-Corporation, incorporated in Commonwealth of Virginia in October, 2009 as ACCT, doing business as American College of Commerce & Technology. ACCT is owned by a group of educator - shareholders. ACCT is managed by a Board of Directors, President, and Board of Advisors consisting of educators, outside businessmen, and campus administrators.

Board of Directors

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Fakhirah Abbasi, MSc, Director of Admissions
Daniel Anenia, MSIS, Director of IT
Reema Awadallah, BA, Business Office Manager
Mona Bhatt, MSA, Accountant / Manager
Ulziikhand Chuluunbaatar, MBA, HR Coordinator
Diana Davila, MBA, Registrar
Lynda McCann Ovington, MEd, Records Manager and Transfer Officer
Ernesto Ragunton, MBA, Director of Student Financial Services
Cathy Robinson, MLS, Librarian
Abhi Subedi, MBA, Director of Institutional Research

Academic Administrators

Munther Alraban, MSIS, Dean, School of Computer Information Sciences
Sergei Andronikov, PhD, Associate Chief Academic Officer; Dean, School of Business
John Bozeman, PhD, Chief Academic Officer and Dean, Undergraduate Studies
Elisa Everts, PhD, Director of ESL, Associate Undergraduate Dean
Suk Lee, PhD, Department Chair, Accounting
Moneim Zribi, DBA, Dean of Distance Education

Accounting Faculty

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To: Dr. Cynthia Worthen
American College of Commerce and Technology
ID Code 00274252

From: Mrs. LaToya Boyd, Accreditation Coordinator

Date: May 1, 2017

Subject: Scheduled Site Visit – **June 3-4, 2017**

Listed below are the details for your upcoming **Renewal of Accreditation** evaluation visit. Please send each team member listed below, including myself, an e-mail copy of the Self-Study Application. As a reminder, the Self-Study Application materials include:

SELF-STUDY APPLICATION

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the campus's online application:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Current Class Teaching schedule (for the 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, along with the appropriate application materials by each team member no later than **May 20, 2017 (two weeks prior to visit date)**. It is unnecessary and often inconvenient to require a signed receipt upon delivery of these items to the team members.

We will need a private work area for the team's use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team's arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

Dr. Cynthia Worthen
May 1, 2017
Page 2

Please contact me immediately if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.

The invoice for visit fees is based on the number of team members identified below and is due upon receipt of this memo. Please log into the campus account via the ACICS Member Portal to remit payment conveniently and efficiently. Any changes to the number upon completion of the visit will be processed by ACICS accordingly.

VISIT ITINERARY

Campus to Be Visited

ACICS ID Code 00274252
American College of Commerce and Technology
1000 S Fremont Avenue
Alhambra, CA 91803
(626) 766-1420
alhambra.acics@acct.edu

Visit Dates

Saturday, June 3, 2017-Sunday, June 4, 2017

Visit Type

Renewal of Accreditation

Current Level of Accreditation

Master's degree

Itinerary (approximate)

Arrive on Saturday, June 3, 2017, at 9:00 a.m.
Depart on Sunday, June 4, 2017, at 5:00 p.m.

Evaluation Team

CHAIR

(b)(6)

Southwest Florida College
Former President

RELATIONS WITH STUDENTS

(b)(6)

Dr. Cynthia Worthen
May 1, 2017
Page 3

Brown College
Former Campus Director
[REDACTED]

EDUCATIONAL ACTIVITIES/LIBRARY SPECIALIST

(b)(6)

Kaplan University
Professor
[REDACTED]

DISTANCE EDUCATION AND COMPUTER INFORMATION SCIENCES SPECIALIST

(b)(6)

Strayer University/Westwood College-Online
Director of Teaching and Learning
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c: Evaluation Team

EVALUATION VISIT MEETING ROOM MATERIALS

Initial, Reevaluation, and Additional Location Inclusion Visit

Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.

1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module
- b. Student enrollment on day(s) of visit by program and by day and evening divisions
- c. Floor plan of facility
- d. Staff roster and organization chart
- e. Course syllabi for currently offered courses (For courses not offered in the current 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)
- f. All admissions tests and test cut-off scores for each program
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator
- h. Two copies of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers
- i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan
- j. Board of directors and administrative staff meeting minutes
- k. Faculty meeting minutes
- l. Documentation of in-service training sessions held and the schedule for upcoming session
- m. Schedule and documentation of community resources utilized for each program (organized by program)
- n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator or self-study coordinator
- o. Copies of correspondence with ACICS for any approvals or notifications for modifications since the last New Grant Visit (campus additions, new programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.)
- p. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation

NOTE: Student files will be selected randomly for review by team members.

4. Inventories

- a. Library resource and reference materials including online materials (if applicable)
- b. Instructional equipment for all programs

5. Publications

- a. Most recent ACICS self-study or additional location application
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads
- c. Student, faculty, and staff handbooks (if applicable)
- d. Current catalog with all addenda (if applicable)

EVALUATION VISIT DATA COLLECTION

Renewal of Accreditation Visit

1. PLACEMENT & CAR Data Review

Only placement information submitted via the ACICS Placement Verification Program (PVP) system since July 1, 2016 (the 2017 CAR data) will be included in the team's evaluation. This would include July (submitted in August), August (submitted in September), September (submitted in October), October (submitted in November), November (submitted in December), December (submitted in January), January (submitted in February), February (submitted in March), March (submitted in April), and April (submitted in May). The campus should take note of the following:

- a) There must be a submission for every month to include months when there were no placements reported. There is drop-down menu for month to month submission tracking. For months where no placements are being reported, the campus must log in and click the box next to 'No Placements.' The campus is able to review its submissions and should notify ACICS (cbarker@acics.org) if experiencing technical issues with the submission. The PVP is accessed by logging in to www.acicspvp.com with the campus's ACICS portal login information. Please see guidelines on www.acicspvp.com for completing the PVP submission process.
- b) For submissions not verified by the graduate or employer after six weeks (would be a grey box), the campus should obtain updated email information and resubmit through the PVP to increase its response rate and ultimately positively affect the 2017 CAR.

As part of the evaluation review process, the ACICS staff representative, serving as the Data Integrity Reviewer (DIR), will include the following in their review:

- a) The completeness of the campus's submission history and the number of submissions that were not verified by the graduate or employer. ACICS staff will review to ensure that all monthly submissions (including those with no placements) have been completed and will require a response required from the campus concerning the accuracy of the information submitted to the system. Hence, it behooves the campus to review its submissions and update/revise any information that is not current.
- b) Attempt contact of those graduates and/or employers who did not respond to the PVP e-mails in an effort to verify 100 percent of the graduate placements.
- c) The percentage and frequency with which placements are deemed to be invalid as this speaks to the integrity of the data being submitted to ACICS. The campus will be required to provide a response to any consistent inaccuracies in its submissions.
- d) The verification of those graduates reported as not available for placement on the 2016 CAR. Hence, the written documentation to support all such classifications must be in the team, organized by program along with the program-level CAR spreadsheet.

2. ACICS Call for Comment

ACICS seeks feedback from the faculty, staff, and students of each campus undergoing an onsite evaluation visit, as a critical source of information for the review process. The campus **must** send an e-mail communication to its faculty, staff, and students with the link for ACICS' call for comment:

<https://membercenter.acics.org/Lists/Call%20for%20Comment/NewForm.aspx?isdlg=1&source=/>

This communication should be sent no later than **May 20, 2017**, with a copy to the ACICS staff representative to evidence compliance with the procedural requirement.

3. **ACICS Student Survey**

Each campus must proctor or support the ACICS staff representative in proctoring a student survey during the visit. Similar to the Call for Comment initiative, the Student Survey is intended to provide the team, and the review, with various perspectives of the campus and its ongoing conformance with ACICS standards and expectations.

At least 10 percent of students, across all disciplines and day/evening schedules, will be surveyed. This can be accomplished by sending in several classes to complete the survey in a room equipped with computers. Students will login to the survey, which is located at <http://www.acicsvisit.com>, using the campus's eight-digit ACICS ID Code **00274252** and the daily access code, which will be provided to the campus by the staff person on the day of the visit.



June 26, 2017

Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00274252

Main Campus ID: 00050228

Staff Contact: Ms. LaToya Boyd – Phone: (202) 336-6777

Application ID: 72555

VISIT RESPONSE DUE DATE: July 10, 2017

Dr. Cynthia Worthen
Campus Director
American College of Commerce and Technology - Alhambra
1000 South Fremont Avenue, Unit 91
Alhambra, CA 91803
alhambra.acics@acct.edu

Dear Dr. Worthen:

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

ACICS has implemented a web-based submission process for all visit responses. The response to each finding must be uploaded under the application ID number associated with the visit (this is noted on the cover page of the team report). Each finding must include a narrative and supporting documentation (if applicable). If supporting documentation covers more than one finding, the campus is required to duplicate the documentation and upload it in each finding. Submission of a current catalog need only be uploaded once and only if referenced in the response. If you have any questions, please send your inquiry to Linda Lundberg at llundberg@acics.org.

Process:

Once the campus logs on to the ACICS membership website, go to the “In Process Applications” heading, select the application name and ID. The campus will then click either “Citation Documents” and upload each response document as described below. (Please see the attached “Preparing the Institutional Response” for step-by-step visual instructions on how to upload your response into your institution’s Member Center Account.)

IMPORTANT: Document Labels

The institution may name the document any appropriate file name. However, each document must be labeled with the corresponding ‘Document Type.’

Example: The document uploaded to satisfy the:

Finding 1 Narrative task must be labeled 1st Cite -Narrative.

If a campus needs to submit multiple pieces of information to support one citation response, this information should be combined into one document prior to uploading. Note: There is no maximum size for documents, but larger documents may take some time to upload. If you are uploading PDF documents, save them as reduced size PDF documents.

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.

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- 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,

Linda J. Lundberg

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



RENEWAL OF ACCREDITATION VISIT REPORT

AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY - ALHAMBRA
1000 South Fremont Avenue, Unit 91
Alhambra, CA 91803
ACICS ID Code: 00274252

██████████ Campus Director (██████████@acct.edu)
(alhambra.acics@acct.edu)
<http://acct.edu/california-campus/>

MAIN CAMPUS
AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY
Falls Church, VA 22046
ACICS ID Code: 00050228

June 3-4, 2017

(b)(6)	Chair	Southwest Florida College	Ft. Myers, FL
	Student-Relations Specialist	Brown College	Minneapolis, MN
	Educational Activities and Library Specialist	Kaplan University	Okeechobee, FL
	Distance Education and Computer Information Sciences Specialist	Strayer University/ Westwood College - Online	St. Augustine, FL
	Business Administration and Accounting Specialist	Monterey Peninsula College	Monterey, CA
	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY - ALHAMBRA
ALHAMBRA, CALIFORNIA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock/Contact Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement (%)			
						2016		2015	
						Ret.	Pla.	Ret.	Pla.
Associate of Arts	Academic Associate's Degree	Accounting**	900	90	0/0	N/A	N/A	N/A	N/A
Associate of Arts	Academic Associate's Degree	Business Administration**	900	90	0/0	N/A	N/A	N/A	N/A
Associate of Arts	Academic Associate's Degree	Computer Information Systems***+	910	90	0/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's Degree	Accounting	1800	180	2/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's Degree	Business Administration**	1800	180	0/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's Degree	Computer Information Systems+-	1815	180	1/0	N/A	N/A	N/A	N/A
Master of Science	Master's Degree	Accounting+	540	54	6/0	100	N/A	N/A	N/A
Master of Science	Master's Degree	Business Administration+	540	54	16/0	88	N/A	N/A	N/A
Master of Science	Master's Degree	Computer Information Systems+-	540	54	28/1	87	N/A	N/A	N/A
TOTAL ENROLLMENT					54				
TOTAL CAMPUS RETENTION			88%		TOTAL CAMPUS PLACEMENT			N/A	

** The associate degree programs in accounting, business administration, and computer information sciences, and the bachelor's degree in business administration had zero enrollments at the time of the visit. The campus director explained that program marketing and recruitment activity has been scaled back until a determination has been made regarding their accreditation status with ACICS.

+ The campus has submitted non-substantive program modification applications for these programs to revise program names and/or total contact hours. At the time of the visit, these applications had not been completed.

INTRODUCTION

The branch campus of the American College of Commerce and Technology (ACCT-CA) is located in Alhambra, California, approximately 25 miles from Los Angeles. The main campus is located in Falls Church, Virginia, approximately 15 miles from Washington, DC. As an institution, ACCT is relatively young with its main campus founded in 2009 and the Alhambra campus opening in February 2016. At the time of the visit there were 54 students enrolled at the branch, with 9 employees, 8 of whom, including the campus director, were part-time.

The institution received initial accreditation from ACICS in December 2015 and was subsequently asked to “show cause” why its accreditation should not be revoked at the Council’s August 2016 meeting, following a special visit to the main campus in Virginia. Special full onsite visits were directed to both locations during the fall 2016 review cycle as part of the show-cause directive which was continued to August 2017 following the December 2016 Council meeting. Final action will be taken following the results of this renewal of accreditation visit. Additionally, the main campus received notice from the state agency in Virginia, SCHEV, to cease any new enrollments as of May 1, 2017. The team calls attention to the fact that throughout this period both ACCT campuses failed to disclose their current show-cause status with students or the public. Their status was only included on the institution’s website, in the consumer disclosure section, as a direct result of the visit.

(Section 2-1-301): The Alhambra campus did not submit its renewal of accreditation application, to include the self-study narrative, to the team in a timely manner and the materials first provided did not reflect the campus operations. On May 20, 2017, the team received the visit materials that included the self-study narrative for the campus. However, the document was identical to the self-study for the main campus and contained no reference to the Alhambra branch that was listed as a learning site on the first page under Institutional Information. During a pre-visit telephone call with Dr. [REDACTED] campus director, on Friday, May 6, the question of a campus-specific self-study was raised. Dr. [REDACTED] was not aware of any other document. On the morning of the visit, after asking why the Alhambra campus was listed as a learning site, the team was presented with a revised self-study that appeared to be the self-study for the main campus with some edits to make it campus specific. The evaluation team was at a significant disadvantage by not having the correct information in advance of the visit.

The campus enrolls international students from a variety of countries. Admissions activity is essentially word of mouth and transfers in from one of the many area colleges and universities. The campus does not utilize contracted agents nor does it have a strategic admissions plan for the immediate future.

ACCT-CA occupies approximately 4,900 square feet of leased space at its Alhambra location that includes 4 classrooms, a reception area, administrative offices, library, file room, and a student break area and kitchen. The facility is modern, very well maintained, and provides an environment conducive to learning.

In keeping with its mission statement, ACCT has very low tuition at \$750 per course for undergraduate and \$1,300 per course for graduate level. An associate degree program is \$17,580, a bachelor’s degree program is \$35,100 and a master’s degree program is \$17,820. The institution has budgeted \$540,759 (6.6 percent) for institutional scholarships and grants for the current fiscal year. The campus catalog speaks of institutional scholarships; however, the team could not discern what portion, if any, of that amount is allocated to the branch campus.

ACCT-CA is a small, diverse, multi-national educational community. The faculty members are as diverse as the students, and possess credentials from colleges and universities from around the world. Students live in the greater Los Angeles area, but some commute great distances to attend weekend classes, and many take one or more classes online through the main campus.

The campus is classified as a branch; however, it relies very heavily on the main campus for almost all administrative and academic functions and support with no evidence of independence. Without the support from the main campus the branch would be unable to operate. The lack of good recordkeeping and back-up documentation in most all areas of campus operations was of particular concern to the team and proved to be problematic throughout the visit.

Summary of Data Integrity Review

Retention Verification

1. Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

If no, insert Section 3-1-203 and explain:

(Section 3-1-203 and Appendix L): The retention rate on the 2016 CAR could not be verified. The retention rate for the master's in computer information sciences (MSCIS) is reported at 87 percent. The team was unable to verify this rate and the campus was unable to provide an explanation as to how this number was determined. See section 4 for additional details.

Moreover, one student, Ms. [REDACTED] was reported on the 2016 CAR as a student who was "still enrolled" in the MBA program. According to the CAR, Ms. [REDACTED] started the program in October 2014 and graduated in March 2016. Based on this information, it appears she should have been reported as a graduate. After speaking with school officials, however, the team was informed that the student was a transfer from the Falls Church campus, and did not begin her course of study at the Alhambra campus until July 2016, which is after the 2016 CAR reporting period closed, and she graduated in September 2016. This student should not have been reported as either a student or a graduate on the 2016 CAR or ACCT-CA. Rather, because she was still attending classes at the Falls Church campus during that reporting period, she should appear on the CAR for that campus only. She is currently reported on both. Additionally, she is listed as a new start on the CAR for the Alhambra campus, not as a transfer student.

Finally, the campus reported an inaccurate beginning population number on the 2016 CAR. The campus reported a beginning population of 2 enrollees; however, the first students (transfers from ACCT-VA) actually enrolled in February 2016. The beginning enrollment number for the 2016 CAR should have been reported as 0.

Placement Waivers

2. Was the team able to verify the graduates reported as unavailable for placement on the campus's most recent CAR?

Yes No Not Applicable

The campus did not have any graduates reported on the 2016 CAR.

Placement Verification Program (PVP)

Institution ID	Total Number of Placements	Response Rate	% Verified
00274252	0	N/A	N/A

3. Summarize any anomalies or significant observations from the institution's PVP submissions (i.e. low response rate, large number employed by the same employer, several invalid placements, etc).

According to the campus, there are no graduates available for placement. The team was unable to verify the validity of this reporting. The CEP provided to the team reported seven (7) students who have completed the MSCIS program, four (4) graduates and three (3) completers. When asked for the files for these seven (7) students, the team was only presented with six (6) files. The campus was subsequently asked for an accurate list of all students who completed the program in an attempt to verify all of the students who had graduated and those who were classified as completers, as no information was provided in the files to evidence this. The transcripts provided for the six students all showed a degree conferral date, again conflicting with the four graduates reported in the CEP. The team was never provided this list, nor did they ever receive the last file. Thus, they were unable to determine how many students have graduated and/or completed the program since July 1, 2016. Additionally, in five of the six files reviewed, the immigration documentation was either missing or incomplete. The campus reported that all the students currently enrolled at the campus, as well as all graduates, are F1 Visa students, and are thus ineligible for work; however, student interviews revealed that several students have already switched to H1B status, making them eligible for employment. Consequently, the team was unable to verify the employment eligibility of the students who completed the program, and were understandably concerned about the maintenance and accuracy of immigration records for students. Additional information about student immigration documentation is found in the body of the report.

4. Was the team able to verify licensure pass rates, as reported on the most recent CAR, for all programs that require licensure in order to obtain employment in the state where the campus is located?

Yes No Not Applicable

On-Time Graduation by Cohort

1. Describe the tracking system utilized by the campus for students' scheduled graduation dates.

The campus does not utilize a tracking system for students' scheduled graduation dates. The team notes that all graduation information and tracking is completed by the registrar at the Virginia campus.

2. How does the campus document leaves of absence and cohort transfers?

The campus does not participate in the tracking of student leaves of absence or cohort transfers. This is completed by administrative staff in Virginia.

REPORT QUESTIONS

1. MISSION

- 1.01 What is the mission statement of the institution?
 The mission of ACCT is to offer affordable undergraduate and graduate programs designed to help students develop marketable skills and competencies to further their professional careers.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives devoted substantially to career-related education?
 Yes No
- 1.03 Are the objectives reasonable for the following:
- (a) The programs of instruction?
 Yes No
- (b) The modes of delivery?
 Yes No
- (c) The facilities of the campus?
 Yes No
- 1.04 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available to the public?
 Yes No
- 1.05 Describe how the campus demonstrates its commitment to successful implementation of its mission. Eliminate current and update
 The mission statement speaks to affordable, market-driven programs taught by a qualified faculty. The curriculum is identical to that at the Virginia campus. Interviews with the campus director and the chief academic officer as well as input from the team's subject specialists provided evidence that the curriculum is appropriate and that programs include coursework and practical experiences that expand student knowledge and develop skills competency. The faculty is a diverse group of educators, all part-time, who possess academic and experiential preparation. Faculty are student-centered and provide a rich classroom experience using a variety of instructional methods. Tuition is affordable, making it easier for students who are responsible for funding their education. Course and program objectives are appropriate and align with employer expectations.
- 1.06 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-110): The campus does not have a current Campus Effectiveness Plan (CEP) that demonstrates a deliberate, thoughtful, and introspective look at its operational and academic effectiveness during its short existence. The team notes that the Alhambra CEP is essentially a copy of the CEP for the Falls Church, Virginia campus, and was prepared by staff in Virginia. There was no evidence available to the team to demonstrate that the CEP was developed, implemented, monitored, and subsequently analyzed by individuals at the Alhambra campus.

- 1.07 Does the CEP describe the following:
- (a) The characteristics of the programs offered?
 Yes No
 - (b) The characteristics of the student population?
 Yes No
 - (c) The types of data that will be used for assessment?
 Yes No
 - (d) Specific goals to improve the educational processes?
 Yes No
 - (e) Expected outcomes of the plans?
 Yes No

As noted above, the CEP was a copy of the Virginia main campus's plan so included the items.

- 1.08 Are the following seven required elements evaluated in the CEP at both the campus and program levels:
- (a) Student retention rates?
 Yes No
 - (b) Placement rates?
 Yes No
 - (c) Graduation rates?
 Yes No
 - (d) Level of student satisfaction?
 Yes No
 - (e) Level of graduate satisfaction?
 Yes No
 - (f) Level of employer satisfaction?
 Yes No
 - (g) Student learning outcomes?
 Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-111 and Appendix K): All seven required elements have not been evaluated in the CEP, at the campus and program levels. While the plan evaluated retention rates and level of student satisfaction, it does not include the evaluation of placement rates, graduation rates, graduate satisfaction, employer satisfaction, and student learning outcomes.

- 1.09 Define the measurable student learning outcomes (SLOs) used by the campus and how these outcomes are being assessed.
- The CEP identifies three SLOs used by the campus to evaluate and validate overall program and campus effectiveness: (1) Grade Point Averages (GPA), (2) the Student Outcome Assessment Test for MBA, and (3) the Student Learning Outcome Assessment Test for MSCIS. Grade point averages are tabulated and reviewed quarterly by the director of institutional research at the main campus in Virginia.

Do the student learning outcomes include pass rates for programs that require licensure or certification to practice in the specific career field?

Yes No Not Applicable (No programs require licensure or certification.)

If the SLOs have not been appropriately selected to reflect the nature of the academic programs and include direct assessments and/or if applicable pass rates have not been included as an SLO, insert the section number in parentheses and explain:

(Section 3-1-111 and Appendix K): Student learning outcomes are not adequate for program evaluation. As stated above, the CEP identifies three SLOs used by the campus to evaluate and validate overall program and campus effectiveness: (1) Grade Point Averages (GPA), (2) the Student Outcome Assessment Test for MBA, and (3) the Student Learning Outcome Assessment Test for MSCIS. The team found that only GPAs were being evaluated for programs other than MBA and MSCIS, and was unable to verify that each of the other two program assessments identified in the CEP were being utilized. Furthermore, the campus director stated that student portfolios, capstone projects, exams, and CPT placements were also used to evaluate student outcomes; however, these four assessment tools are not detailed in the CEP.

1.10 Are the following identified and described in the CEP at both the campus and program levels:

(a) Appropriate baseline data and goals for each outcome?

Yes No

(b) The data used by the campus to assess each outcome?

Yes No

(c) How the data was collected?

Yes No

(d) An analysis and summary of the data collected?

Yes No

(e) An explanation of how the data will be used to improve the educational processes?

Yes No

If Yes for (e), describe the specific activities the campus will be or is using to improve the educational processes.

(Section 3-1-111 and Appendix K): As noted above in the response to question 1.06, the CEP is not unique to the campus and was prepared by staff at the main campus in Virginia. Furthermore, there was no evidence available to demonstrate that a team exists at the branch to meet periodically to discuss CEP issues, or oversee implementation and evaluation of plan components to improve the educational process.

1.11 What documentation does the campus maintain, and that the team reviewed, to evidence the following:

(a) That the CEP has been implemented?

(b) That specific activities listed in the plan have been implemented?

(c) That periodic progress reports have been completed?

If there was no documentation, or if insufficient documentation was available, for any item, insert the section number in parentheses and explain:

(Section 3-1-112 and Appendix K): The campus was unable to furnish appropriate documentation to evidence implementation of the CEP and plan activities, and that periodic progress reports have been completed and reviewed.

- 1.12 Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.

According to the response in the self-study, the implementation and monitoring of the CEP is a shared responsibility involving the former Alhambra campus director [REDACTED] president of the college, located in Virginia; Dr. [REDACTED] chief academic officer in Virginia; Dr. [REDACTED] director of institutional research, also in Virginia; and [REDACTED] director of admissions at the Alhambra campus. As noted throughout this section, there was no evidence available to the team to demonstrate that this group has been actively involved in the implementation and monitoring of the CEP at the Alhambra campus.

- 1.13 Describe the documentation that evidences that the CEP is evaluated at least annually.

The campus opened in January 2016 and has only been in operation for 18 months. Hence, an annual evaluation has not yet been practical but would become so in the near future.

2. ORGANIZATION

- 2.01 Who is the on-site administrator, and what are this person's qualifications?

Dr. [REDACTED] is the part-time campus director and works approximately three days per week. Dr. [REDACTED] was hired on May 1, 2017, and has been with the campus for approximately one month at the time of the visit. Dr. [REDACTED] has an Ed.D. in educational leadership from the University of LaVerne, a master's in public administration from Georgia College, and a bachelor's degree in workforce education and development from Southern Illinois University at Carbondale. She has considerable work experience in postsecondary education, including campus director at the University of the Redlands, the vice president for academic affairs at Argosy University, and dean and adjunct professor at the Chicago School of Psychology.

- 2.02 Describe the leadership team and how they manage the campus effectively and efficiently and how appropriate attention and training is given for the necessary functions of the campus.

The campus leadership team includes a part-time campus director, a part-time chief academic officer, and a full-time director of admissions. The team is supplemented occasionally by Mr. [REDACTED] special assistant to the president at the main campus.

If the campus is not being managed appropriately, insert the section number in parentheses and explain: **(Section 3-1-202(a))**: The campus is not being managed appropriately or effectively. The chief on-site administrator is employed part-time and does not have sufficient time to fulfill the duties of the director's position, even with a small on site enrollment, given that she has only assumed the position for a month. Most of the administrative functions of the campus are handled by the main campus in Virginia and, without such support, the Alhambra campus would not be able to function properly. Additionally, the number and nature of the findings contained throughout this report call into question the administrative capability of the campus.

- 2.03 Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work.

(Section 3-1-202(b)): The campus does not properly train and evaluate its employees. New employees come to the campus with a baseline of education and/or professional experience. Reportedly, each receives a detailed job description, an employee handbook, and participates in an informal orientation with their supervisor or campus director. The job description sets forth performance goals and

expectations for the employee. As noted in question 3.01 below, however, a review of personnel files found that job descriptions are missing or not signed for some employees, and that performance reviews have not been done, or in some instances, the performance review was blank but was signed by the employee as evidence a review was completed.

2.04 Describe how the campus documents that faculty and staff members:

- (a) Clearly understand their duties and responsibilities.
- (b) Know the person to whom they report.
- (c) Understand the standards by which the success of their work is measured.

(Section 3-1-202(b)): As noted previously in the response to 2.03 above, each employee reportedly receives a job description and employee handbook at the commencement of employment. The job description provides a listing of job duties, performance expectations, and the line of supervision. Job descriptions are signed to evidence receipt and understanding of content. However, the campus did not provide evidence that job descriptions are consistently signed or kept in personnel files, or that performance evaluations are conducted for all faculty and staff.

2.05 Describe the documentation the administration maintains to evidence evaluation of the faculty and staff.

(Section 3-1-202(b)): The campus does not consistently maintain evidence of faculty and staff evaluation. The team reviewed faculty and staff personnel files and was unable to verify that annual performance evaluations were being performed and discussed with the employee.

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

2.07 How is the employee grievance policy communicated to faculty and staff, and where is it documented?

The employee grievance policy appears on page 18 of the employee handbook and is titled Complaint Resolution Procedure. The handbook is given to each employee when hired. Interviews with faculty and staff evidenced that the handbook as well as the complaint resolution policy is known and understood by the employees.

2.08 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

The financial oversight of the campus is the responsibility of Dr. [REDACTED] campus director. In this regard, the director works closely with Dr. [REDACTED], president and CEO of the college. As noted in the response to 2.01 above, Dr. [REDACTED] is well credentialed and has approximately 12 years of experience in postsecondary education management

3. ADMINISTRATION

3.01 Is there evidence that the campus keeps adequate records to support the following administrative operations:

(a) Financial aid activities?

Yes No Not Applicable (The campus does not participate in financial aid.)

(b) Admissions?

Yes No

(c) Curriculum?

- Yes No
 (d) Accreditation and licensure?
 Yes No
 (e) Guidance?
 Yes No
 (f) Instructional resources?
 Yes No
 (g) Supplies and equipment?
 Yes No
 (h) The school plant?
 Yes No
 (i) Faculty and staff?
 Yes No
 (j) Student activities?
 Yes No
 (k) Student personnel?
 Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-303(a)): The campus displays considerable difficulty with maintaining basic academic, operational, and administrative records including student and staff files, catalog and addenda, website, and minutes of meetings and events. As an example, admissions files do not contain complete student immigration records, and some immigration documents were not signed and dated by the student; there is no evidence of systematic instructional and curriculum planning at the campus, and faculty files for ██████████ did not contain a current job description or a development plan listing in-service and professional growth activity. For ██████████ the job description was not signed by his supervisor, his development plan did not include in-service activity nor was it signed by a supervisor, and evidence of completed professional growth activities was missing. ██████████ job description was not signed by a supervisor and ██████████ development plan does not contain in-service activities or include a supervisor's signature. CEP documentation was lacking for most elements, and CAR information was incorrect or inconsistent with other documents.

- 3.02 Does the campus admit ability-to-benefit students?
 Yes No (*Skip to 3.07.*)
- 3.07 Do student files contain evidence of graduation from high school or the equivalent?
 Yes No
- 3.08 Are appropriate transcripts maintained for all students?
 Yes No
- 3.09 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
 Yes No
- 3.10 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-303(f)): Student records are not protected from loss or damage. The campus keeps student records in lockable file cabinets in a file room adjacent to the library. The exterior wall does not extend to the ceiling and the file cabinets remained unlocked and open throughout the days of the visit. Student information contained in the campus's computer system is limited and the campus would be unable to reconstruct important records in the event of damage or loss. A sprinkler system was visible throughout the campus.

3.11 Does the campus maintain transcripts for all students indefinitely?

Yes No

3.12 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

4. RELATIONS WITH STUDENTS FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

The team reviewed a total of 32 files that included 17 active student files, 6 graduate student files, 3 completer files and 6 files of withdrawn students from the most recent CAR report.

4.02 How does the campus ensure that its student relations reflect high ethical standards?

(Section 3-1-400): There is no evidence that the campus ensures that its student relations reflect high ethical standards. The campus does not provide any student services to students that support the educational programs. Although the current catalog, on page 6, states that ACCT offers advising, mentoring, academic counseling, technology support, and disability support to all students, none of these services is available at the Alhambra campus. The campus relies on the main campus in Falls Church, VA, for student services and support.

4.03 Describe the admissions criteria.

All prospective students for undergraduate programs are required to complete and sign an application form and enrollment agreement to be considered for acceptance at the campus. Applicants are also required to submit a non-refundable application fee along with a high school diploma or transcript or a signed attestation affirming that they have received a high school diploma. International students must also provide the campus with an acceptable form of identification (either a current passport or birth certificate), and an affidavit of support or bank statement that indicates financial support to cover all expenses for one academic year. International students must also provide the campus with documentation of English proficiency in order to be considered for enrollment. An applicant requesting to be admitted to a master's program must also provide evidence of a bachelor's degree from a state-recognized or accredited institution recognized by the Department of Education. Applicants to the graduate programs are required to provide official transcripts of all undergraduate work. English language proficiency is required for acceptance into any of the graduate programs and cut-off scores are higher than the requirements for undergraduate study.

Is the admissions process appropriate?

Yes No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes No

4.05 What evidence is there to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

The team found that admissions criteria are not being consistently applied to all students admitted under the same version of the admissions criteria.

(Section 3-1-411): Admissions criteria are not being applied consistently to all students admitted into the same program. The team found in reviewing student files that not all students completed ENG050, a required, "0" credit course, prior to graduating. The catalog lists this course as an admissions requirement on page 54, and states, "All students admitted to ACCT as graduate students are expected to satisfactorily complete an internet-based language development module, English 050, normally during their first term of enrollment." Student [REDACTED] was conferred a master's degree in computer information systems but did not complete the required English course. However, Mr. [REDACTED] academic transcript shows that he took ENG100 (a bachelor's-level course for 4.5 credits). Mr. [REDACTED] was awarded zero credits and a C grade for this course. This does not satisfy the entry requirements for the master's program in which he enrolled at the campus.

4.06 Does the admissions policy conform to the campus's mission?

Yes No

4.07 Is the admissions policy publicly stated?

Yes No

4.08 Is the admissions policy administered as written?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-411). The admission policy is not being administered as stated in the current 2017 catalog. As stated previously, Mr. [REDACTED] did not complete ENG050, a requirement listed in the catalog for all master's degree programs. Mr. [REDACTED] was conferred a master's degree in computer information systems (MSCIS) without completing this requirement.

4.09 Does the campus use an enrollment agreement for each enrolled student that:

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes No

(b) Outlines all program-related tuition and fees?

Yes No

(c) Has a signature of the student and the appropriate school representative?

Yes No

How does the campus evidence that a copy of the agreement has been provided to the student?

In reviewing the student files, the team noted on page two of the enrollment agreement a statement that acknowledges to the student that they certify, by their signature, that they have received an exact copy of the enrollment agreement. The team also asked during student interviews if they had received a copy of the agreement and all of the students acknowledged to the team that they had received a copy.

- 4.10 Who is responsible for the oversight of student recruitment at the campus, and what are this person's qualifications?

Mr. [REDACTED] is responsible for the oversight of student recruitment at the campus. Mr. [REDACTED] has a master's degree in international economics, banking and finance from Cardiff University in Bangladesh and a master's degree in computer information science from ACCT. Mr. [REDACTED] is very familiar with the operation of the campus and has been with ACCT since January of 2016. He has only been the director of admissions since May of 2017, and is the only full-time employee at the campus. Prior to being appointed director, Mr. [REDACTED] served as associate director of academic affairs.

- 4.11 Describe the recruiting process for new students.

The campus relies heavily on word of mouth from graduates and current students along with its website presence to attract new students. The campus has a presence on Facebook and advertises in the Alhambra community newspaper. When a prospective student inquires at the campus or through a phone call to the campus, they will speak with Mr. [REDACTED]. Once interest is determined, prospective students are advised of the programs that are available and the requirements for the program in which they are interested. An on-campus interview is required, and the student is informed of the non-refundable admissions fee and will then complete an application form. Students are advised of their responsibility to provide to the campus documentation of a minimum of a high school diploma to enter one of the bachelor programs and a bachelor's degree from an accredited institution to apply for entrance into a master's program. International students must also provide documentation of financial support sufficient to cover expenses for at least one academic year. All prospective students must also submit a form of identification, such as a passport or birth certificate, along with an I-90 for all F-1 students. All prospective students also complete an enrollment agreement that shows the cost of the program and identifies the responsibilities of both the school and the student. The student receives a copy of the agreement after all have signed and dated.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes No

- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following:

(a) Courses and programs?

Yes No

(b) Services?

Yes No

(c) Tuition?

Yes No

(d) Terms?

Yes No

(e) Operating policies?

Yes No

Each of the prospective students is provided a current catalog, which outlines all of the courses and programs, the tuition for each program, and the institution's operating policies. During interviews, student stated they had received a copy of the catalog during the enrollment process, and were aware that the catalog could be accessed online if needed. As previously stated, students also receive, complete, and sign an enrollment agreement, an application, and a grievance policy. The completed enrollment agreement states tuition, refund policy, and terms regarding enrollment in the program; and the grievance policy defines the steps that need to be taken if the student chooses to file a complaint regarding the campus.

- 4.13 Describe how the institution maintains documentation that demonstrates that it systematically monitors its recruitment activities (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).

The campus did not provide the team with any documentation that demonstrates it systematically monitors its recruitment activities on this campus.

(Section 3-1-412(a)): The campus was unable to provide any documentation showing that it systematically monitors the recruitment activities. Mr. [REDACTED] explained to the team that he has only been in this position for one month and he reports directly to Dr. [REDACTED] the campus director, who also started one month ago. Mr. [REDACTED] stated that to date, all of the monitoring of recruitment activities have been verbal with no formal documentation available. The team was also unable to document that the campus monitored recruitment activities prior to Mr. [REDACTED] taking over.

- 4.14 How does the campus supervise its recruiters to ensure that their activities are in compliance with all applicable standards?

(Section 3-1-412(f)): Recruiters are not supervised by the campus administration to ensure that their activities are in compliance with all applicable standards. Mr. [REDACTED] is the only recruiter on site, and as previously stated, there was no documentation provided that evidences his activities are in compliance with applicable standards.

- 4.15 Has the campus developed and demonstrated implementation of a recruitment training plan that allows for sufficient monitoring and oversight?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-412(a)): As previously stated, the campus did not provide the team any documentation regarding implementation of a recruitment training plan allowing for sufficient monitoring and oversight.

- 4.16 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes No

- 4.17 Does the state in which the campus operates require representatives to be licensed or registered?

Yes No

- 4.18 Are the titles of recruitment and enrollment personnel appropriate?
 Yes No
- 4.19 Who makes the final decisions regarding financial aid eligibility, packaging, awarding, and disbursement, and what is their experience?
The campus does not participate in financial aid programs.
- 4.20 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:
It is the student's responsibility to request evaluation of prior credits. Once the request is submitted, along with an official transcript from the college, the procedure for evaluating and accepting transfer credits is reviewed by Ms. [REDACTED] the records manager and transfer officer at the Falls Church, VA, campus. The catalog clearly describes the number of credits that will be considered for each level offered at the campus. However, in reviewing student files, the team found that the policy was not consistently being administered in a systematic method.
- (Sections 3-1-413 and 3-6-603):** The campus does not consistently adhere to a systematic method for evaluating and awarding academic credit for those courses that satisfy current program course requirements. Transfer of credit for master's level coursework was not appropriately granted for one student. Mr. [REDACTED] was awarded transfer of credit from California State University for TECH505 (Supervision and Organization of Vocational Education). The course description from the website states the following objective: "Responsibilities of supervisor for organizing vocational education programs at various levels and for improving instruction." This class was substituted for CIS590, curricular practical training in computer information sciences externship, which according to the program specialist, is not an appropriate course substitution because the course content is completely unrelated to the course being substituted.
- 4.21 Does the campus publicize its transfer of credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.22 Has the campus established articulation agreements with other institutions?
 Yes No (*Skip to 4.23 for Master's Degree Programs or 4.24 for all programs.*)

FOR MASTER'S DEGREE PROGRAMS ONLY

- 4.23 What is the maximum permissible number of transfer credits into the program?
The maximum permissible number of transfer credits into the master's program is two courses and no more than 20 percent of the total program credits, which would be 10.8 credits.

FOR ALL PROGRAMS

- 4.24 Is the standards of satisfactory academic progress (SAP) policy, in its entirety, published in the catalog?
 Yes No

The SAP policy appears on pages 27-29 for all undergraduate programs and on pages 55-57 for graduate programs in the current 2017 catalog.

- 4.25 Does the standards of SAP policy published in the catalog contain the following:
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length?
 Yes No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame?
 Yes No
- (c) Procedures for re-establishing satisfactory academic progress?
 Yes No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals?
 Yes No
- Incomplete grades?
 Yes No
- Repeated courses?
 Yes No
- Non-punitive grades?
 Yes No Not Applicable (not offered)
- Non-credit or remedial courses?
 Yes No Not Applicable (not offered)
- A warning status?
 Yes No Not Applicable (not used)
- A probationary period?
 Yes No
- An appeal process?
 Yes No
- An extended-enrollment status?
 Yes No Not Applicable (not offered)
- The effect when a student changes programs?
 Yes No Not Applicable (The campus only offers one program of study.)
- The effect when a student seeks to earn an additional credential?
 Yes No Not Applicable (The campus only offers one program.)
- The implications of transfer credit?
 Yes No

- 4.26 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.

The campus provided the team with the most recent SAP report, however, it was noted by the team that all SAP-related concerns are being administered by the staff at the main campus in Virginia.

- 4.27 Are students who are not making satisfactory academic progress properly notified?

Yes No Not Applicable (No students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?

Yes No Not Applicable (All programs are less than two years.)

4.30 Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?

Yes No Not Applicable (All programs are less than two years.)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

Yes No

4.32 Are students allowed to remain on financial aid while under warning or probation status?

Yes No Not Applicable (The campus does not participate in financial aid.)

If Yes, is the student informed of this policy?

Yes No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, have eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?

Yes No Not Applicable (There are no such students.)

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes No Not Applicable (The campus does not have extended enrollment and/or does not participate in financial aid. *Skip to 4.37.*)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

The campus identified Dr. [REDACTED] as the person responsible for the administration of satisfactory academic progress. Dr. [REDACTED] is the campus director for the Alhambra campus and is employed part-time, approximately three days per week. Dr. [REDACTED] was hired on May 1, 2017, and had been with the campus for approximately one month at the time of the visit. As previously stated, Dr. [REDACTED] has an Ed.D. in educational leadership from the University of LaVerne, a master's in public administration from Georgia College, and a bachelor's degree in workforce education and development

from Southern Illinois University at Carbondale. She has considerable experience in postsecondary education including campus director at the University of the Redlands, the vice president for academic affairs at Argosy University, and dean and adjunct professor at the Chicago School of Psychology. When interviewed by the team, Dr. [REDACTED] was familiar with SAP but stated she was not familiar with the SAP policy of this campus.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-300): The team did not find evidence that the individual responsible for providing oversight of the SAP process has been well-trained to carry out this function to serve the best interest of students. When the team interviewed Dr. [REDACTED] the chief academic officer (CAO), and asked about whose responsibility it was to oversee the SAP policy, Dr. [REDACTED] stated he was not aware of what SAP was or who on campus was responsible for administering the policy. Later that day Dr. [REDACTED] informed the team that Dr. [REDACTED] the campus director, is assigned oversight for administering the SAP policy. When the team interviewed Dr. [REDACTED] she provided the team with the most recent SAP report and said "she works in conjunction with Dr. [REDACTED] to administer the policy." It was also noted by the team, that in the documentation provided in the SAP binder, all of the notifying and documentation regarding SAP concerns was being administered by the registrar, Ms. [REDACTED] at the main campus in Virginia. There was nothing in any of the documentation provided to the team that was completed or signed by anyone at the Alhambra campus.

4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

The team did not find any evidence regarding how the campus encourages and assists students who are experiencing difficulty in progressing satisfactorily in their programs. However, the team noted in interviews with faculty and students that faculty are willing to come in before class or stay after class to assist students if needed. However, the campus does not have any formal tutoring or academic advising process, either by faculty or peers, to ensure that students get the assistance they need.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-423): The campus did not provide evidence of how it encourages and assists students who are experiencing difficulty in progressing satisfactorily in their programs. The concern of the team is as previously stated, that the student services identified in the catalog are not available at the Alhambra campus.

4.40 Does the campus finance any of the following: (Mark all that apply.)

- (a) Scholarships?
- (b) Grants?
- (c) Loans?

(d) The campus does not offer scholarships, grants, and/or loans. *(Skip to 4.42.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-431(b)): All scholarships are not clearly and properly identified in the catalog and on ledger cards. Although the catalog identifies the scholarships and grants that are available to students, the ledger sheets reviewed by the team shows several students were getting credited "other" charges for amounts of \$100.00 and \$150.00. There is no "other" identified in the catalog and the administration was unable to explain this "other" item.

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship, and grant programs in its catalog?

Yes No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

4.44 Do the financial records of students clearly show the following:

(a) Charges?

Yes No

(b) Dates for the posting of tuition?

Yes No

(c) Fees?

Yes No

(d) Other charges?

Yes No

(e) Payments?

Yes No

(f) Dates of payment?

Yes No

(g) The balance after each transaction?

Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes No Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)

- 4.46 Is the campus's refund policy published in the catalog?
 Yes No
- 4.47 Is the refund policy fair, equitable, and applicable to all students?
 Yes No
- 4.48 Describe the documentation to evidence that the campus is following its stated refund policy.
 The team reviewed ledger cards for each of the files and found, where appropriate, refunds were given in a timely manner to the students who qualified.
- 4.49 Does the campus participate in Title IV financial aid?
 Yes No (Skip to 4.54.)
- 4.54 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (Skip to 4.55.)
- 4.55 The beginning enrollment on the most current Campus Accountability Report (CAR) is 2.
 The ending enrollment reported on the previous year's CAR is N/A*
 * The previous year's CAR is not applicable as the 2015-2016 CAR was the first one submitted by the campus.
- 4.56 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable

If *No*, insert "Section 3-1-203" in parentheses and explain:

(Section 3-1-203 and Appendix L): As previously summarized, the team was unable to verify the retention rate for the campus and for each program as reported on the 2016 CAR. The retention data reported by the campus for the master's degree in computer information systems on the most recent CAR was not accurate according to the backup documentation provided to the team. The campus reported a retention rate of 87 percent for this program; however, the team calculated a retention rate of 85.7 percent from the backup data.

Additionally, one student, Ms. [REDACTED] was reported on the 2016 CAR as a student in the MBA program. After speaking with the campus, the team was notified that the student did not begin her course of study at the Alhambra campus until July 2016, which is after the 2016 CAR reporting period was closed. This student should not have been on the 2016 CAR.

- 4.57 Describe the process by which students who receive financial aid are counseled concerning their student loan repayment obligations.
 Not Applicable (The campus does not participate in financial aid.)

FOR MASTER'S DEGREES ONLY

- 4.58 Do all students enrolled in master's degree programs possess a bachelor's degree?
 Yes No

- 4.59 Describe the techniques used by the institution to evaluate applicants' qualifications to benefit from graduate study.

All graduate applicants must present evidence of a bachelor's degree from a state-recognized or an accredited institution recognized by the U.S. Department of Education or the equivalent from a foreign college or university. Applicants must submit official transcripts of all undergraduate and graduate work completed. International applicants have additional requirements that must be provided regarding English proficiency, affidavit of support, and proof of F-1 status. Each of the students is also assigned an advisor in their program of study to assist them and provide them direction while studying at the institution.

5. EDUCATIONAL ACTIVITIES FOR ALL PROGRAMS

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Dr. [REDACTED] chief academic officer and dean, oversees all educational activities at the campus. He began his ACCT career in March 2016 and also serves as a faculty member. He holds a Ph.D. in organization and management from Capella University, a master's degree in international management from American Graduate School of International Management, and a bachelor's degree in psychology from Valparaiso University. Dr. [REDACTED] brings to the campus over nine (9) years of administrative management experience and ten (10) years of teaching experience.

- 5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

Dr. [REDACTED] has sufficient authority and responsibility for administration of the programs based on the team's review.

- 5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-511): There is no evidence that the time devoted to the administration of the educational programs is sufficient. Dr. [REDACTED] who is part-time, serves as the campus chief academic officer, the dean of both the business administration and accounting programs, manages the externships, and teaches several capstone courses in the business administration and computer information science programs. His part-time work hours are Thursday 1:00 PM-6:00 PM and Saturday and Sunday 9:00 AM-6:00 PM. Dr. [REDACTED] does not have sufficient time to manage and administer all programs and perform other duties and requirements for all his roles.

- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
 Yes No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas:
- (a) Development of the educational program?
 Yes No
- (b) Selection of course materials, instructional equipment, and other educational resources?
 Yes No
- (c) Systematic evaluation and revision of the curriculum?
 Yes No
- (d) Assessment of student learning outcomes?
 Yes No
- (e) Planning for institutional effectiveness?
 Yes No
- 5.08 Is there evidence that this policy has been adopted and that faculty members are aware of it?
 Yes No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
 Yes No (*Skip to 5.10 for renewal of accreditation. Skip to 5.12 for initial grants.*)

FOR RENEWAL OF ACCREDITATION ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?
 Yes No (*Skip to 5.12.*)

FOR ALL CAMPUSES

- 5.12 Are the educational programs consistent with the campus's mission and the needs of its students?
 Yes No
- 5.13 How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs?
(Section 3-1-512(a): No documentation was provided to evidence that the campus involves students, graduates, administrators, faculty, and other interested parties in the formation of policies and the design of educational programs. Based on information provided in interviews, all courses taught are evaluated and information is collected and reviewed. Faculty, students, and other staff members submit suggestions to improve policies and educational programs.
- 5.14 What provisions are made for individual differences among students in the learning environment?
 Provisions are made for individual differences among students in the learning environment, applications, and modes of instructional delivery available to students. The chief academic officer and faculty address any challenges students may face. It was also reported that faculty members tutor students who fall below the required grade point average. No documentation, however, was provided to evidence this was in place. There are no other services available.

5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum.
(Section 3-1-514): There is no documentation to evidence a systematic process of continuous curriculum evaluation and revision.

5.16 Does the faculty participate in this process?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-514): There is no documentation to evidence a systematic process of continuous curriculum evaluation and revision or involvement of the faculty in this process.

5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?
The campus provided the team with the academic analysis for all courses identifying course number, course name, lecture hours, lab hours, intern/externship hours, total contact/clock hours, and total credits.

5.18 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?
 Yes No (If *No*, skip to 5.19.)

The Life Experience Credit policy appears on pages 16-17 in the ACCT Catalog. This represents credit awarded for previous professional training or work experience provided that the learning objectives of particular courses are matched for undergraduate courses. Students may apply for undergraduate credit for previous education, training, or work experience. The application must be submitted on the ACCT Life Experience Application Form submitted to the registrar at the main campus in Virginia. Life Experience applications are reviewed in accordance with standards of the Council for Adult Experiential Learning (CAEL).

Does the campus have an established systematic method for evaluating and awarding such academic credit to which the campus adheres?
 Yes No

If *Yes*, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes No Not Applicable (No student has made such a request.)

5.19 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No

5.20 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, or if all general education courses must be transferred in, skip to 5.21.)

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

- 5.21 Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.

The campus provides an environment for faculty that supports effective classroom instruction. The team interviewed faculty and were advised the campus supports them in providing some electronic classrooms, providing in-service and professional development opportunities, and incentives for faculty to participate in professional conferences and membership in professional organizations.

- 5.22 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

- 5.23 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes No

- 5.24 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential 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 to credentials awarded by institutions in the United States?

Yes No Not Applicable (No faculty members hold foreign credentials.)

- 5.25 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-543): The campus provided quarterly in-service schedules; however, topics were not identified and there was no documented evidence that faculty participated in in-service training.

- 5.26 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes No

If *No* for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

(Section 3-1-543): Faculty development plans are incomplete and lack evidence of plan implementation as summarized below.

1 [REDACTED] – faculty development plan does not include in-service and professional growth activities.

2. [REDACTED] – faculty development plan does not include in-service activities or a supervisor's signature.
3. [REDACTED] – faculty development plan does not include in-service activities or a supervisor's signature.

- 5.27 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-544): There is no documentation to evidence that faculty meetings occur regularly, with faculty participation.

- 5.28 Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.
(Sections 3-5-304 and 3-6-504): The campus is experiencing faculty turnover and faculty has not been employed long enough to ensure program continuity.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 5.32 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 5.33 Does the program include a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
 Yes No

- 5.34 Summarize the general education courses and describe whether they meet the Glossary definition of general education in placing emphasis on principles and theory, not on practical applications associated with a particular occupation.

The academic associate's degree has the following general education courses. These courses meet definition for general education, as outlined in the Glossary section of the *Accreditation Criteria*, with emphasis on humanities, mathematics, sciences, and the social sciences.

ENG100 English Composition
 ENG200 Research and Writing
 MAT100 College Algebra
 PSY100 Introduction to Psychology
 SCI210 Environment and Health

Students select two of the following Humanities classes:

HUM100 Introduction to the Humanities
 HUM110 Origins of Western Culture
 HUM230 World Literature
 HUM200 Creative and Critical Thinking

- 5.35 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

FOR BACHELOR'S DEGREES ONLY

- 5.36 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
 Yes No
- 5.37 Summarize the general education courses and describe whether they meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation.
 The bachelor's degree has the following general education courses: These courses meet the definition for general education, with emphasis on humanities, mathematics, sciences, and the social sciences.

ENG100 English Composition
 ENG200 Research and Writing
 MAT100 College Algebra
 MAT310 Descriptive Statistics
 POL350 Contemporary International Problems
 POL400 Geopolitics
 SCI210 Environment and Health

Students select four of the following humanities courses:

HUM100 Introduction to the Humanities
 HUM110 Origins of Western Culture
 HUM200 Creative and Critical Thinking
 HUM230 World Literature
 HUM400 Philosophy and Religion
 HUM410 Ethics
 HUM420 Comparative Religion
 HUM430 Religion in America

Students select two of the following social sciences courses:

PSY100 Introduction to Psychology
 SOC101 Introduction to Sociology
 ANT200 Introduction to Anthropology

- 5.38 Are at least one-half of all lower-division subjects and all upper-division courses that are part of

the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

FOR ALL PROGRAMS

5.39 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, and student orientation.

(Section 3-1-441): There is no documentation to evidence that the campus provides sufficient student services, even though these services are outlined in the catalog.

5.40 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

(Section 3-1-441): The campus does not have anyone responsible for oversight of counseling students and employment opportunities.

5.41 How does the campus ensure that employment assistance is offered to all students?

Not Applicable (The campus enrolls only international students on a student visa.)

5.42 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?

Yes No Not Applicable (There have been no graduates.)

The CEP contains provisions for graduate and employer surveys. However, the campus did not have any graduate placements as of the dates of the visit; therefore, no surveys were conducted. Information on the 2016 CAR indicated there were four (4) graduates in 2016; however, all were reportedly international students on F-1 visas, and not permitted to work in the United States.

5.43 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes No

5.44 Describe the extracurricular educational activities of the campus (if applicable).

The campus does not provide any extracurricular educational activities.

6. PUBLICATIONS

6.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)

The team reviewed the 2017 ACCT-Alhambra campus catalog, Volume 2, No. 3.

6.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?

Yes No

6.03 Does the catalog contain the following items:

(a) A table of contents and/or an index?

Yes No

(b) An indication of the year(s) for which the catalog is effective on the front page or cover page?

Yes No

- (c) The names and titles of the administrators?
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation?
 Yes No *(Include Section 3-1-201 in the finding below.)*
- (e) A statement of accreditation?
 Yes No Not Applicable (initial applicant)
- (f) A mission statement?
 Yes No
- (g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?
 Yes No N/A
- (h) An academic calendar?
 Yes No
- (i) A full disclosure of the admission requirements?
 Yes No
- (j) A list of institutions with which the institution has established articulation agreements?
 Yes No Not Applicable
- (k) A statement on the transferability of the credits in the programs that are offered?
 Yes No
- (l) A description of the contracts or agreements and services to be provided, if the institution has an agreement with an accredited or unaccredited institution, or an international partnership agreement?
 Yes No Not Applicable
- (m) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum?
 Yes No
- (n) A description of each course that includes the identifying number, a title, and credit or clock hours awarded a concise description of the course contents, and any necessary prerequisites and/or corequisites?
 Yes No
- (o) An explanation of the grading system that is consistent with the one that appears on the student transcript?
 Yes No
- (p) A definition of the unit of credit?
 Yes No Not Applicable (The campus does not award credit.)
- (q) A complete explanation of the standards of satisfactory academic progress?
 Yes No
- (r) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?
 Yes No
- (s) The transfer of credit policy?
 Yes No
- (t) A statement of the tuition, fees, and any other charges?

- Yes No
- (u) A complete and accurate list of all scholarships, grants, and loans offered?
 Yes No Not Applicable (No scholarships, grants, and loans are offered.)
- (v) The refund policy?
 Yes No
- (w) A statement describing the student services offered?
 Yes No
- (x) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog)?
 Yes No (Include Section 3-1-202(d) in the finding below.)

If *No* for any item, insert the applicable section numbers in parentheses and explain:

(Section 3-1-701 and Appendix C): The catalog does meet Council standards in a number of areas:

a. The curricular practical training externship extension courses (BUS/ACC/CIS 590 [1-6]) are "0" credit courses, according to the course descriptions and the academic credit analyses; however, page 15 of the catalog states that the course earns "1" credit.

b. The program outlines for the master's degree programs (pages 58-62) do not clearly identify that the externship course (BUS/ACC/CIS 590) can be substituted upon approval. For each master's level program, there are 6 courses that are deemed major components, one of which is the externship course. Each externship course has different asterisk denotations. The asterisk for ACC590 states, "ACC590 is selected in consultation with the Program Director." For the business program, it states, "BUS590 is selected in consultation with the program dean." The CIS590 course "is elected [*sic*] in consultation with the program director." In addition to the language inconsistencies, it appears that the externships, which, again, are listed as part of the "major components" of the program, are optional. The team found 4 instances of students in the master's in computer information sciences program, who graduated without taking the required CIS590 externship course. When questioned, the campus informed the team that externship was substituted for a different course, although no documentation was provided to evidence this (See section 8 for additional detail.) There is also no indication of which courses are considered appropriate substitutions.

c. The student services listed in the catalog on pages 6-7 do not accurately portray the services actually offered at the campus. According to the catalog, ACCT offers advising and mentoring, academic counseling, cultural and technical field trips and conference participation, social events, technology support, and disability support. No documentation, however, was provided to the team to evidence the implementation of these services. The catalog also states that "any student wishing to take advantage of these services should contact the Student Services/Librarian office." The campus does not have a student services office, and there was no documentation provided to evidence that any of these services would be under the purview of the librarian.

- 6.04 Does the campus list degrees of staff members in the catalog?
 Yes No

If *Yes*, is appropriate evidence of the degrees on file?

- Yes No

6.05 Does the campus offer degree programs?

Yes No (Skip to 6.06.)

If Yes, does the catalog contain the following:

(a) An explanation of the course numbering system (for all levels)?

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only)?

Yes No Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only)?

Yes No Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only)?

Yes No Not Applicable

6.06 Does the campus offer courses and/or programs via distance education?

Yes No (Skip to 6.07.)

If Yes, does the catalog contain the following:

(a) A description of each mode of delivery used for distance education courses?

Yes No

(b) Any additional or different admissions requirements for students taking distance education courses?
 Yes No Not Applicable (There are no additional or different admissions requirements.)

(c) A description of any tests used to determine access to distance education?

Yes No Not Applicable (No additional tests are given.)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction?

Yes No

(e) Costs and fees associated specifically with distance education?

Yes No Not Applicable (There are no additional costs and fees.)

6.07 Is the catalog updated at an appropriate interval? (An addendum/supplement should not be used as a substitute for meeting this expectation.)

Yes No

6.08 Does the catalog contain an addendum/supplement?

Yes No (Skip to 6.09.)

The catalog addendum contains a significant number of changes that have been made to the catalog within the last few weeks. The 16-page document includes information on scholarships and grants, changes to course names and/or descriptions, updates to the list of campus administrators, etc.

(a) Does the addendum/supplement include the school name and location and the effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

- (b) Do students receive a copy of the addendum/supplement with the catalog?
 Yes No

If *No* for any item, insert the applicable section number in parentheses and explain:

(Section 3-1-701 and Appendix C): The addendum is not appropriate as it includes significant policy and procedural changes with no evidence that students have received a copy on the current expectations. The campus did not provide evidence that students received a copy of the most recent catalog addendum that was given to the team during the visit.

- 6.09 Is the catalog available online?
 Yes No (*Skip to 6.10.*)

If *Yes*, does it match the hard copy version?

- Yes No

If *No*, insert the applicable section number in parentheses and explain:

(Section 3-1-701 and Appendix C): Although the hard copy of the campus catalog matches the online version, the catalog addendum does not match the hard copy.

- 6.10 Does the campus utilize a multiple-school catalog?
 Yes No (*Skip to 6.11.*)

- 6.11 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?
 Yes No

If *No*, insert the applicable section number in parentheses and explain:

(Section 3-1-703 and Appendix C): Not all advertising and promotional literature gives an accurate portrayal of the current status of the campus. As noted previously, the student services listed in the catalog, as well as on the website, do not accurately describe the services available to students who attend the campus.

- 6.12 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?
 Yes No

- 6.13 Where does the campus advertise (publications, online, etc.)?
The campus advertises via the institutional website, Facebook, and community newsletters/newspapers.

Are all print and electronic advertisements under acceptable headings?

- Yes No

- 6.14 Does the campus use endorsements, commendations, or recommendations in its advertising?
 Yes No (*Skip to 6.15.*)

- 6.15 Does the campus utilize services funded by third parties?
 Yes No (*Skip to 6.16.*)

- 6.16 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
 Yes No
- 6.17 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?
 Yes No Not Applicable (The campus does not participate in financial aid.)
- 6.18 Does the campus provide the following information to the public:
- (a) Campus retention rate?
 Yes No
 - (b) Campus placement rate?
 Yes No
 - (c) All program retention rates?
 Yes No
 - (d) All program placement rates?
 Yes No
 - (e) Licensure examination pass rates?
 Yes No Not Applicable (No programs require licensure or certification.)

Where is this information published? Describe any additional information that the campus provides.
The campus publishes all performance information on the institution's website under a link specific to the Alhambra branch.

Does the information provided match the information reported on the campus's most recent CAR?
 Yes No

Does the performance information disclosure include the required statement, “These are the data reported to ACICS by the institution in its most recent Campus Accountability Report”?
 Yes No

FOR MASTER'S DEGREES ONLY

- 6.19 Does the catalog have a separate section describing the following:
- (a) Program requirements?
 Yes No
 - (b) Admission procedures?
 Yes No
 - (c) Transfer policies?
 Yes No
 - (d) Graduation requirements?
 Yes No
 - (e) Regulations?
 Yes No
 - (f) Course descriptions?
 Yes No

GENERAL COMMENTS:

The catalog addendum is extensive and difficult to decipher. The team feels that the information currently in the addendum should be placed into a revised campus catalog.

7. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY FOR ALL PROGRAMS

7.01 Has the campus developed an adequate core of library resources to support academic success and to meet instruction and research needs?

Yes No

7.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

7.03 Describe the training and support to faculty and students that the campus provides in utilizing library resources as an integral part of the learning process.

(Section 3-1-800 (e)(f)): There is no documentation to evidence faculty and students receive training and support in utilizing library resources.

7.04 Are adequate staff provided to support library development, collection, organization, and accessibility?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-800 (d)): At the time of the team's visit, the campus did not have a campus librarian and there were no staff trained to support the library during campus hours.

7.05 Describe the campus's continuous assessment strategy for library resources and information services.

The campus does not have a library assessment strategy.

Are these methods appropriate?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-800 (c)): There was no documentation to evidence that the campus has a library assessment strategy in place, especially given that it awards graduate degrees.

7.06 Is there a physical space on site or within close proximity of the campus in order to allow for access to library resources and services?

Yes No Not Applicable (Campus has no residential component.)

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

7.16 Is the institution's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

7.17 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$2,600.00, exclusive of payroll.

7.18 What portion of the current year's library budget has been spent?

At the time of the visit, 95 percent of the library budget had been spent.

How has the money been allocated?

Expenditures were used toward books, subscriptions, Proquest Online, and supplies.

7.19 Are the library materials and services available at times consistent with the typical student's schedule in day, evening, and online programs?

Yes No

If *No*, insert the section number in parentheses and explain:

(Sections 3-5-404 and 3-6-704): The campus could not evidence that the library is consistently available at times consistent with the typical student's schedule. On the first day of the on site visit, the library was not open for the first several hours while students were on site. Students start classes at 9:20 am; however, the library was not open until close to 1 pm, when the team requested that it be opened. It was not clear if this was normal practice.

7.20 Describe how the faculty inspire, motivate, and direct student usage of the library resources, including specific examples.

Faculty reinforce class writing assignments and use of physical and/or online resources. Writing assignments requiring research are part of the curriculum.

Are these methods appropriate?

Yes No

7.21 Describe how the faculty have involvement in the selection of library resources.

Faculty may submit library resource requests to the librarian; but given that there is currently no librarian, the implementation of this practice could not be determined.

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

7.22 Does the library collection include magazines and professional journals and periodicals?

Yes No

7.23 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes No

7.24 During library hours, are there well-trained individuals who supervise the library and assist students with library functions, and who are competent both to use and aid in the use of the online and computer-based library resources?

Yes No

If *No*, insert the section number in parentheses and explain:

(Sections 3-5-401 and 3-6-701): As previously noted, there is no one, including a librarian, trained to supervise the library and assist students.

- 7.25 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 7.26 Who supervises and manages the library on-site, and what are this person's qualifications?
 At the time of the team's visit, no one was assigned to supervise and manage the on-site library. The campus had been without a librarian for approximately three months prior to the visit.

Does this individual:

- (a) Supervise and manage the library and instructional resources?
 Yes No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
 Yes No
- (c) Assist students in the use of instructional resources?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Sections 3-5-401 and 3-6-701): As noted above, at the time of the team's visit, the campus did not have a librarian.

- 7.27 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars and Admission Officers (AACRAO), or Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (Library staff do not hold foreign credentials.)
- 7.28 Is documentation on file to reflect the librarian's participation in annual professional growth activities?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Sections 3-5-401 & 3-6-701): The campus does not have a librarian on staff.

- 7.29 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?
 The library hours are Thursday, 1:00 pm-6:00 pm; and Saturday and Sunday, 9:00 am-6:00 pm. As noted above, however, the campus does not provide evidence that it consistently adheres to its scheduled hours of operation, as it was not open on Saturday (the first day of the visit) until approximately 1:00 pm. The campus does not have a librarian to oversee the library during library hours.

- 7.30 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
 Yes No
- 7.31 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- 7.32 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
 Yes No Not Applicable (no interlibrary agreements)
- 7.33 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No

FOR MASTER'S DEGREES ONLY

- 7.34 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-701): The campus does not have a librarian on staff.

- 7.35 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and aid in the use of the online and computer-based library resources?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-701): The campus does not have a librarian on staff.

- 7.36 Do the library holdings 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?
 Yes No
- 7.37 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
 Yes No
- 7.38 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No
- 7.39 What library resources does the campus provide to support a better understanding of methods and principles scholarly research and how to use information ethically at the graduate level?

The campus and online libraries provide resources identifying plagiarism, copyright infringement, and how to conduct scholarly research.

8. PROGRAM EVALUATION

Bachelor's Degree in Accounting (BSAC)

Master's Degree in Accounting (MSAC)

Master's Degree in Business Administration (MBA)

FOR ALL PROGRAMS

8.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes No (*Skip to 8.02*)

8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?

Dr. [REDACTED] the CAO, serves as the academic administrator for the bachelor's and master's degree programs in accounting as well as the MBA program. As previously noted, he holds a Ph.D. in organization and management from Capella University, an MBA in international management from the Thunderbird School of Global Management, and a bachelor's degree in psychology from Valparaiso University. He has extensive experience in private industry, education administration, and teaching at various colleges throughout California.

8.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

Through the interviewing process, it was confirmed that Dr. [REDACTED] has recently been given the authority and responsibility to develop and administer the educational programs under his supervision.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-511): Given the number of programs offered and the various responsibilities related to administration and oversight, the time and resources currently available to the current part-time administrator, who also has a teaching load, is insufficient.

8.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas?

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

The programs had no graduates reported on the 2016 CAR.

- 8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-512(c): Although students mentioned having a guest speaker in some classes, the team could not verify (via sign-in sheets or advisory committee meeting minutes or agendas) that community resources are being used to enrich student learning and career opportunities.

- 8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?
 Yes No

- 8.09 Does the program include an externship?
 Yes No (*Skip to 8.10.*)

- (a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (No student is at the point of needing them.)

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Mutually signed agreements could not be verified and were incomplete. At the time of the visit, a total of 15 students were enrolled in ACC 590 or BUS 590 – Curricular Practical Training Externship. The following is a list of discrepancies found in most current externship forms reviewed included:

- Form I 20 - Certificate of Eligibility for Nonimmigrant Student Status - No student signatures
- CPT Advisory Forms
 - No academic supervisor signatures on forms
 - No meeting dates
 - No report delivery dates
- CPT Performance Reports
 - Signed evaluation forms with no evaluation included

- (b) Is the experience supervised by an appropriately qualified faculty member?
 Yes No

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

Students enrolled in an externship are required to create a report that documents their on-the-job duties as they relate to classroom theory learned throughout their program. As they continue their externship, this report is embellished documenting new work experiences, thus creating a record of work experiences.

- 8.10 Does the program use independent studies?
 Yes No (*Skip to 8.12.*)
- 8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 8.14 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions?
 Yes No
 - (b) Course numbers?
 Yes No
 - (c) Course prerequisites and/or corequisites?
 Yes No
 - (d) Instructional contact hours/credits?
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references?
 Yes No
 - (g) Topical outline of the course?
 Yes No
 - (h) Instructional methods?
 Yes No
 - (i) Assessment criteria?
 Yes No
 - (j) Method of evaluating students?
 Yes No
 - (k) Date the syllabus was last reviewed?
 Yes No
- 8.15 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 8.17 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to 8.20.*)

FOR ALL PROGRAMS

- 8.20 Are the following appropriate to adequately support the number of students and nature of the program:

- (a) Facilities?
 Yes No
- (b) Instructional equipment?
 Yes No
- (c) Resources?
 Yes No
- (d) Support for modes of instructional delivery?
 Yes No
- (e) Personnel?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-531(a)): Personnel are inadequate to support the number of students and programs offered. The chief academic officer also serves as the department dean for the business and accounting programs in addition to teaching various classes and supervising externships in each program. This currently is a part-time position. In addition to a part-time CAO, the campus does not have a librarian, nor someone to oversee online education. All current faculty are serving in a part-time capacity; thus there is insufficient support for the academic programs.

8.21 Describe how the program(s) includes the following required instructional components:

- (a) Systematic planning.
 (b) Well-defined instructional objectives.
 (c) The selection and use of appropriate and current learning materials.
 (d) Appropriate modes of instructional delivery.
 (e) The use of appropriate assessment strategies.
 (f) The use of appropriate experiences.

If there is no evidence of appropriate or sufficient inclusion of any of these components, insert the section number in parentheses and explain:

(Section 3-1-532(a)): A systematic program planning process could not be verified. Although faculty stated that they had meetings to discuss and provide input on instructional components, no documentation was available to the team such as meeting agendas and meeting minutes to evidence systematic planning.

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

8.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

- Yes No

8.25 Is the size of the faculty appropriate to the total student enrollment?

- Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Sections 3-5-304 and 3-6-504): There is not an adequate core of full- and part-time faculty.

The CAO and all faculty are part-time and were only recently hired, thus limiting the ability to ensure sound direction and continuity of program development.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.27 Are teaching loads reasonable?
 Yes No

FOR BACHELOR'S DEGREES ONLY

- 8.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?
 Yes No
- 8.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 8.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (The institution offers all four years of the degree.)
- 8.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
The BSAC program consists of 40 courses for 180 credits. The program offers 7 professional core business courses, 13 major courses related directly to business skill/knowledge proficiency, 13 general studies courses, and 7 course electives together equating to 180 credits. The courses offered in the major, in the core, and in the general studies do equate to what one would find in a typical bachelor's program offered at any college or university.
- 8.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 8.45 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

FOR MASTER'S DEGREES ONLY

- 8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

The graduate oversight committee was recently established to oversee the MSAC and MBA programs. Its first meeting was held on June 1, 2017, only two days prior to the team visit.

Does the committee include the following?

- (a) Students?
 Yes No
- (b) Faculty?
 Yes No
- (c) Administrators?
 Yes No
- (d) Employers?
 Yes No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

(Section 3-6-301): The students appointed to the committee are also employees of the College. This dual role poses a conflict of interest in the participation on this committee.

- 8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-401): The services to support the accounting and business programs are inadequate given that most student services are not available at this campus. In addition, externship opportunities for students are inadequately administered.

- 8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

(Section 3-6-402): There is no documented evidence of the graduate faculty involvement in the development and modification of the master's degree programs. Although interviews with three part-time, newly hired faculty confirmed that they had a faculty meeting where they had input on the elements of the graduate programs, there was no written documentation of this meeting.

- 8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

- 8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The master's degree in accounting offers 12 classes for 54 quarter credits. The program includes 4 core component courses, 6 major courses including a capstone course, and 2 course electives. The course content is equivalent to what one would find in other master's program in accounting.

The MBA program offers 12 classes for 54 quarter credits. The program includes 4 core component courses, 6 major courses that include a capstone course, and 3 courses in a concentration area (accounting, marketing, or health care management). The course content is equivalent to what one would find in other MBA programs.

- 8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No
- 8.52 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?
 Yes No
- 8.53 Is the number of faculty with terminal degrees appropriate for the graduate enrollment?
 Yes No
- 8.54 Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
 Yes No
- 8.55 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
 Yes No

Faculty verified that the campus supports scholarly activities by providing funding to attend conferences and join professional organizations. In addition, financial incentives are given for publishing in academic journals.

GENERAL COMMENTS:

Although current students and faculty were generally pleased with the overall educational experience at ACCT-CA, the team found an overwhelming lack of complete documentation that supports the activities of the academic faculty, students, and programs. This lack of systematic and organized record-keeping questions the understanding and follow-through of policies, procedures, and expectations of all stakeholders in the academic process. A supervisor's signature on an evaluation form that does not contain an evaluation brings into question whether evaluations are a common practice used for professional improvement; faculty meetings with no agenda or meeting minutes brings into question the validity of professed faculty input or systematic planning; and a syllabus that specifically states a required attendance policy where not one enrolled student shows up on the scheduled date and time, questions what other documented policies are being ignored. This lack of complete, thorough documentation jeopardizes the success of both the College and those whom it serves.

8. PROGRAM EVALUATION

Bachelor's Degree in Computer Information Sciences (BSCIS)
Master's Degree in Computer Information Sciences (MSCIS)

FOR ALL PROGRAMS

- 8.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (*Skip to 8.02*)

- 8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?

(Sections 3-1-511 and 3-6-302): There is no one assigned to provide academic oversight of the programs. The team was informed that Dr. [REDACTED] is the director of the CIS program. According to information in his file, Dr. [REDACTED] began employment with the campus in July 2016. However, the team learned that he has not worked for at least a month prior to the visit. As explained to the team, Dr. [REDACTED] is part-time and works only when classes in his program are running. Consequently, there are extended periods of time when Dr. [REDACTED] is not working on campus and therefore unavailable to work with students or participate in administrative-related duties expected of a program director.

- 8.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Sections 3-1-511): There is no evidence that the individual assigned to oversee the programs possess the appropriate academic or experiential qualifications. According to the information the team received, Dr. [REDACTED] holds a bachelor's degree in business administration, an MBA, and a doctor of business administration and no background in computer sciences.

- 8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
(Section 3-1-511): There is no evidence to demonstrate that the program administrator has any authority or responsibility for the development and administration of the programs. While the position job description and information from faculty indicate that the program director has the authority, from a practical point of view, as noted in 8.02 above, Dr. [REDACTED] is part-time and on campus only when his classes are on the schedule. The team does not believe Dr. [REDACTED] has sufficient time on campus to fully commit to the development and management of the program.

- 8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Sections 3-1-511): The time and resources devoted to administer the program are not sufficient. As noted above, [REDACTED] is part-time and only on campus when he is teaching. There are periodic and lengthy interruptions in his employment where he is not at the campus to manage the program or assist students.

- 8.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

There were no graduates reported on the 2016 CAR.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-512(c)): There is no evidence that the programs make appropriate use of a variety of community resources.

Guest speakers are the only community resources utilized; however, the campus could not provide a schedule of guest speakers, student attendance sheets, or a summary of the topics discussed. Additionally, using guest speakers alone is inadequate given the excellent external resources available in the greater Los Angeles area.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

8.09 Does the program include an externship?

Yes No (*Skip to 8.10.*)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Mutually signed written agreements are not on file for all current externships.

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): There is no evidence that the externship experience is supervised by an appropriately qualified faculty member.

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

(Sections 3-1-513(a) and Glossary): The oversight and management of the externship program does not meet the requirements of the Criteria. The team found documentation for the externship to be insufficient and incomplete. Common inconsistencies included forms not signed by students, evaluation forms signed but not completed, and missing plans. Additionally, externship records did not appear to be created locally and the campus could not provide evidence that the program was administered by a faculty member at the Alhambra campus. Further, as summarized in the catalog section of this report, the externship course could be substituted for another course but there was no evidence of a systematic process for make these substitutions to be aligned with the course's intended outcome, or that it was detailed in the catalog for consistent application. Students reported that Ms. [REDACTED] who works at the Virginia campus, was their only contact for the externship program.

- 8.10 Does the program use independent studies?
 Yes No (*Skip to 8.12.*)
- 8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 8.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:
- (a) Title and course descriptions?
 Yes No
 - (b) Course numbers?
 Yes No
 - (c) Course prerequisites and/or corequisites?
 Yes No
 - (d) Instructional contact hours/credits?
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references?
 Yes No
 - (g) Topical outline of the course?
 Yes No
 - (h) Instructional methods?
 Yes No
 - (i) Assessment criteria?
 Yes No
 - (j) Method of evaluating students?
 Yes No
 - (k) Date the syllabus was last reviewed?
 Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): One syllabus does not clearly and accurately reflect Council's requirements.

The syllabus for course CIS557 Decision Making Under Uncertainty does not accurately reflect the number of contact hours for classroom and lab. The syllabus lists 40 contact hours for lecture and 10 lab hours; while the ACA lists 45 contact hours. The campus responded by removing all reference to the hours from the syllabus and presenting a revised syllabus to the team. The correction, however, was not made in all areas where contact hours appear and the original syllabus with 10 lab hours was still present in the online Moodle support section for the course.

8.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

8.17 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 8.20.*)

FOR ALL PROGRAMS

8.20 Are the following appropriate to adequately support the number of students and nature of the program:

(a) Facilities?

Yes No

(b) Instructional equipment?

Yes No

(c) Resources?

Yes No

(d) Support for modes of instructional delivery?

Yes No

(e) Personnel?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-531(a)(c)): The number of computers is inadequate for students and support personnel. Students report it is often difficult to access required electronic materials due to large demand for computers, especially during online exams. The campus did not have a distance education program administrator available on the campus during the visit. The chief academic officer also serves as the department chair for the business and accounting programs in addition to teaching various classes and supervising externships in each program, all as a part-time employee. In addition to a part-time CAO, the campus does not have a librarian nor a dean of online education. All faculty are serving in a part-time capacity thus there is limited support for the academic programs.

8.21 Describe how the program(s) includes the following required instructional components:

(a) Systematic planning.

(b) Well-defined instructional objectives.

(c) The selection and use of appropriate and current learning materials.

(d) Appropriate modes of instructional delivery.

- (e) The use of appropriate assessment strategies.
- (f) The use of appropriate experiences.

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-532(a)): There is no evidence of systematic planning in the programs. The three adjunct faculty members interviewed reported having attended a faculty meeting during the present quarter; however, the team could not find evidence of this meeting to determine the planning discussions or review.

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 8.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 8.25 Is the size of the faculty appropriate to the total student enrollment?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-5-304 and 3-6-504): The campus does not maintain a core of full- and part-time faculty. While the team recognizes that the campus is young the programs are relatively small, the lack of stability in the faculty is concerning. Three adjunct faculty, all recently hired, are currently teaching CIS classes at the campus. Due to frequent turnover and the absence of at least one full-time faculty, the team finds a lack of continuity in the academic programs. The faculty stated that program review and development is approached informally; however, even then the campus could not produce documentation of this "informal approach" to program direction and continuity.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.27 Are teaching loads reasonable?
 Yes No

FOR BACHELOR'S DEGREES ONLY

- 8.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?
 Yes No

- 8.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 8.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (The institution offers all four years of the degree.)
- 8.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 The campus uses the Association of Computing Machinery definitions to define computer sciences. A review of program records indicates that the CIS program is in line with this industry-recognized definition. Additionally, the campus profiled their program to that of Lasalle University and the State University of New York, Westbury, both of which are regionally accredited.
- 8.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 8.45 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

FOR MASTER'S DEGREES ONLY

- 8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.
 The team found evidence of a graduate oversight committee meeting that contained minutes and a sign-in sheet. The meeting was held on June 1, 2017, just 2 days before the team arrived.

Does the committee include the following:

- (e) Students?
 Yes No
- (f) Faculty?
 Yes No
- (g) Administrators?
 Yes No
- (h) Employers?
 Yes No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

(Section 3-6-301): The graduate program oversight committee does not include an appropriate student representation. Two members of the committee were classified as students; however, both had graduated and are now employed by the campus. The team finds the structure of the committee sets up a potential conflict of interest for the two individuals and creates the appearance of impropriety with the oversight process.

- 8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-401): As noted previously, there is no local oversight and support of the externship program, and most of the essential student services are not available on the campus. Externships and student services that are featured in the campus catalog and website are managed from the Virginia campus.

Further, IS599 Capstone: Seminar in Computer Information Sciences had nine students registered. None of the students were in class during the visit. The instructor stated that it was "just a capstone course" and "students were unlikely to show up." The team believes there is a difference between a thesis class with optional attendance and a capstone course requiring attendance. The campus attendance policy, as published in the catalog, states "students who do not attend four or more meetings of a class will fail the course." Also noted was the CIS285 C++ course which had six students registered and two present and MGT550 with six students registered and only three in attendance. The team is concerned that these attendance numbers may be indicative of a larger attendance problem at the campus.

- 8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

(Section 3-6-402): There is no evidence that graduate faculty are involved in the development and modification of program policies, procedures, and curricula. There was no documentation available to evidence faculty input into the graduate program. The faculty report a relaxed atmosphere and an informal approach to program review. Although the team found evidence of one faculty meeting, there was no evidence of a systematic approach to curricular and program evolution involving the faculty of the Alhambra campus.

- 8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Sections 3-1-521 and 3-6-604): Although the number of hours, as disclosed in the catalog, accurately reflects the number of hours needed to complete the program, four students were conferred graduate degrees without meeting these requirements. Students [REDACTED] graduated from the program without taking the externship. Additionally, these same students only completed 10 of the 12 required courses and received their degree. The campus could not provide an explanation, which further calls into question the academic quality of the program and the campus's effectiveness.

- 8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The campus uses the Association of Computing Machinery definitions to define computer sciences. Records indicate that their program is in line with this industry-recognized organization's definition of the program. Additionally, they compared their program to that of Lasalle University and the State University of New York, Westbury. Both of these institutions are regionally accredited.

- 8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No
- 8.52 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-502): One faculty member is not qualified to teach at the graduate level. Dr. [REDACTED] is teaching CIS 599 Capstone: Seminar in Computer Information Sciences. Dr. [REDACTED] has professional experience and education in technology-related business; however, the team found no evidence of his academic qualifications with regard to the technical aspects of a master's degree in computer science. This class should be taught by an individual with a technical computer science degree to ensure the thorough understanding and assimilation of all the materials evaluated in the capstone.

- 8.53 Is the number of faculty with terminal degrees appropriate for the graduate enrollment?
 Yes No
- 8.54 Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
 Yes No
- 8.55 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
 Yes No

Faculty are reimbursed for research expenses related to scholarly research according the faculty handbook. This was verified by the team during the faculty interviews. The handbook also outlines monetary incentives for publishing in professional and peer-reviewed journals.

GENERAL COMMENTS:

The team is concerned that all of the campus's international, visa-holding students are being processed through the Virginia campus and are then transferred to the Alhambra Campus. Although the team lacks expertise in this area, the process being used creates the appearance of impropriety and should be reviewed by school officials.

NONTRADITIONAL EDUCATION

- H-C Consortium Agreements

(Section 2-2-106 and Appendix H, Section II, Institutional Readiness (a)): The institution's approved mode of delivery for distance education was not followed for one student. Ms. [REDACTED] took more than 50 percent of her courses online. She was a transfer student from the Falls Church campus and at the time of graduation, had taken more than 60 percent of her courses online. An explanation was not provided to the team and there is no indication that this is not a systemic issue.

FOR MAIN OR BRANCH CAMPUSES UTILIZING CONSORTIUM AGREEMENTS

- C.01 Does the institution fully disclose the consortium agreement by which it will offer distance education courses in its catalog and web site, and when appropriate, in its advertising and promotional material?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Sections 2-2-504, 3-1-701, and Appendix C): The consortium agreement initially presented to the team was not included in the catalog. The campus submitted a revised catalog addendum; however, no documentation was provided to evidence that students received a copy of the revised catalog or supplemental addendum.

- C.02 Who is the on-site individual responsible for supporting students who are taking distance education courses through the consortium agreement, and what are this person's qualifications?

(Appendix H, Section II, Institutional Readiness (e)): The Alhambra campus does not have an administrator to oversee distance education activities.

- C.03 How does the campus evidence that this individual possesses appropriate technical skills/experience?
(Appendix H, Section II, Institutional Readiness (e)): As noted above, the campus does not have an administrator to oversee distance education activities.

- C.04 Do the students confirm that they are provided with a knowledge base of technology utilization/an orientation for utilizing distance education delivery methods?
 Yes No

- C.05 Do students confirm that they receive institutional support for the distance education courses they are taking through the consortium agreement, and that any concerns they may have are addressed?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Appendix H, Section II, Faculty and Instructional Support (c)): The campus does not provide institutional support to effectively facilitate online instruction and learning. Any technical questions must be addressed to the technical support team provided by the Moodle learning management system.

- C.06 Does the consortium agreement identify the following:
 (a) How curriculum and instruction is monitored?

Yes No

(b) How curriculum revisions will be undertaken?

Yes No

(c) How student grievances are addressed?

Yes No

(d) That the institution seeking approval retains ultimate responsibility for the delivery of its programs and the satisfaction of its students?

Yes No

C.07 Is more than 50% of the program delivered by the institution that awards the academic credential?

Yes No N/A

The institution is only approved to offer up to 50% of their programs via distance education. However, as noted above, one student was allowed to take 60% of her program online.

C.07 Does the institution have a contract with an unaccredited institution or entity for the delivery of up to 25% of a program?

Yes No

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	2-1-301	The campus did not timely submit its renewal self-study to the team (page 3).
2	2-2-106 and Appendix H, Section II	One student took more than 50% of their program online, which is not approved by ACICS (page 54).
3	2-2-504, 3-1-701, and Appendix C	The campus does not provide evidence that students have been made aware of the consortium agreement (page 54).
4	3-1-110	The campus does not have its own Campus Effectiveness Plan (page 7).
5	3-1-111 and Appendices H and K	The CEP does not meet Council's standards in a number of areas, including the incorporation of a distance education plan that is specific to that campus (pages 8 and 9).
6	3-1-112 and Appendix K	The campus does not provide documentation to support the implementation and monitoring of the CEP (page 9).
7	3-1-202(a)	There is no evidence that the campus administration is effective in providing sufficient oversight of operations (page 10).
8	3-1-202(b)	There is no evidence that the campus appropriately trains its employees, provides them with supervision, and evaluates their work (pages 10 and 11).
9	3-1-203 and Appendix L	The 2016 Campus Accountability Report could not be verified calling into question the reliability of the data reported to ACICS (pages 4 and 22).
10	3-1-300	The individual assigned to provide SAP oversight is not well trained to carry out this function (page 20).
11	3-1-303(a)	The campus does not provide evidence that it adequately maintains all required administrative records (page 12).
12	3-1-303(f)	Student records are not sufficiently protected from loss or damage (page 13).
13	3-1-400	There is no evidence that the campus's student relations reflect high ethical standards (page 13).
14	3-1-411	The campus does not provide evidence that the stated admissions policy is followed consistently with regard to the graduate language development module (ENG050) for one student (page 14).

15	3-1-412(a) and (f)	There is no documentation to evidence a systematic oversight of the recruitment process or that all recruiters are sufficiently supervised to ensure compliance with all applicable standards (page 16).
16	3-1-413 and 3-6-603	The campus does not consistently administer transfer of credit policy (page 17).
17	3-1-423	The campus does not provide evidence of SAP advisement or monitoring, to assisting students who are experiencing difficulty (page 20).
18	3-1-431(b)	Student ledger cards do not clearly indicate scholarships awarded to students (page 21).
19	3-1-441	The student services, including counseling on academic and employment opportunities, provided by the campus are inadequate, with no one assigned on staff to serve in this role (page 29).
20	3-1-511 and 3-6-302	Sufficient time is not devoted to the administration of all academic programs (pages 23 and 39). A qualified program administrator has not been assigned to oversee the CIS program (page 46).
21	3-1-512(a)	The campus does not provide sufficient evidence that it involves students, graduates, administrators, and faculty, in the formation of policies and the design of educational programs (page 24).
22	3-1-512(c)	There is insufficient evidence of the appropriate use of community resources in all programs (pages 40 and 47).
23	3-1-513(a)	One syllabus did not meet Council standards (page 49).
24	3-1-513(a) and Glossary	The campus does not provide evidence of completed externship agreements (pages 40, 47, and 48).
25	3-1-514	The campus does not provide evidence that faculty regularly conduct systematic review of curricular or instructional components (page 25).
26	3-1-521 and 3-6-604	The campus conferred degrees to four students who did not complete all required courses and there is no evidence that the campus is consistently following the requirements for the master's in computer information sciences program (page 52).
27	3-1-531(a)(c)	The campus does not have sufficient personnel to support the nature of the programs offered (pages 42 and 49). Instructional equipment is insufficient in the computer information systems program (page 49).
28	3-1-532(a)	The campus does not provide evidence of systematic planning (pages 42 and 50).

29	3-1-543	<p>The campus does not provide evidence of a systematic program of in-service training (page 26).</p> <p>Faculty development plans are not appropriate, with no evidence of implementation for three faculty members (page 26).</p>
30	3-1-544	<p>The campus does not provide sufficient documentation to evidence regularly scheduled faculty meetings (page 27).</p>
31	3-1-701 and Appendix C	<p>The catalog does not meet Council requirements in a number of areas (pages 31, 33, and 54).</p> <p>The online catalog addendum does not match the hard copy and is not appropriate (page 33).</p>
32	3-1-703	<p>The catalog and other advertising materials do not accurately portray the student services offered at the campus (page 33).</p>
33	3-1-800(c)(d)(e)(f), 3-5-404, and 3-6-704	<p>The administration and accessibility of the library is insufficient (pages 35 and 36).</p>
34	3-5-304 and 3-6-504	<p>The campus does not provide evidence that they have an adequate core of full- and/or part-time faculty to ensure the sound direction and continuity of the programs offered (pages 27, 43, and 50).</p>
35	3-5-401 and 3-6-701	<p>A qualified individual is not assigned to supervise and manage library and instructional resources (page 37).</p>
36	3-6-301	<p>The graduate oversight committee does not have all required components (pages 44 and 51).</p>
37	3-6-401	<p>The services provided are not appropriate to the specific goals and objectives in two graduate programs (pages 44 and 52).</p>
38	3-6-402	<p>The campus does not provide evidence of faculty input of curriculum review in the master's level programs (pages 44 and 52).</p>
39	3-6-502	<p>One faculty member is not qualified to teach in the CIS program (page 53).</p>
40	Appendix H, Section II, Institutional Readiness (e)	<p>The campus does not have an on-site distance education administrator (page 54).</p>
41	Appendix H, Section II, Faculty and Instructional Support (c)	<p>The campus does not provide institutional support to effectively facilitate online instruction and learning (page 54).</p>

RECOMMENDATIONS

The team recommends the campus establish international student activities. Also, in-service training must be available for faculty in cultural diversity and cultural differences.

Students consistently reported Saturday and Sunday as being insufficient for scheduling. They would like to see classes offered during the week; both day and night. The team recommends surveying students and considering expansion of meeting times and days if there is sufficient interest.

The team recommends not enrolling students who are at a great distance from the campus, especially those in foreign countries. Since retention would be affected by students unable to obtain F-1 visas from foreign countries, it would be wise to ensure this process was likely to be completed prior to enrolling them.

Online due dates are Eastern time. The team recommends Eastern Time be specified in the catalog and on training materials for online students.

STUDENT SURVEY

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual.

Survey Report

Generated: June 21, 2017

ACICS ID: 00274252

Surveys Between:

June 3, 2017 and June 4, 2017



A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?



A.04. Did your admissions representative accurately describe student services offered by the institution?



A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?



A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



A.07. Did the catalog accurately portray programs, services and policies of the institution?



A.08. Was the information provided during enrollment sufficient for you to make your decision?



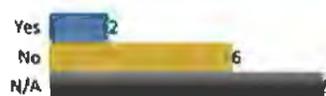
A.09. Did you feel pressured into making the decision to enroll?

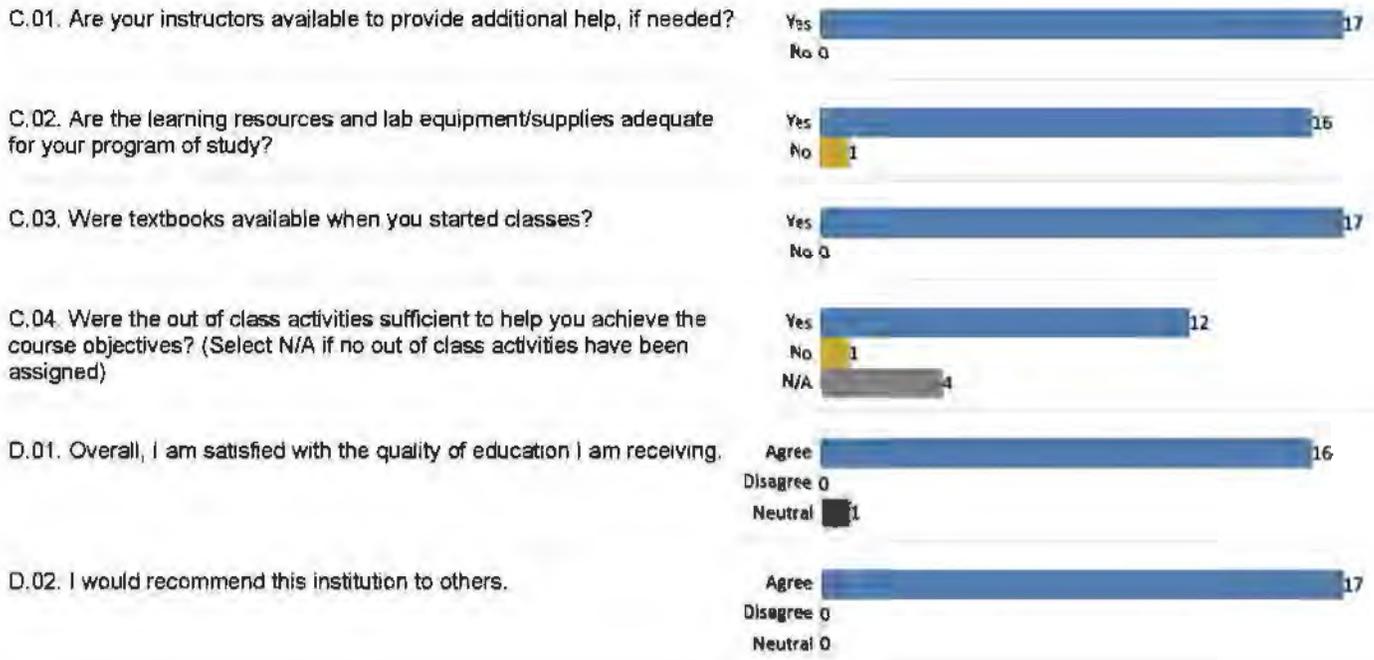


B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)





Welcome to the American College of Commerce & Technology

A Personal Message from the President

You have taken the first step toward an exciting and rewarding career. We have helped many students like you to find a place along the career ladder of their choice.

We strive to offer high quality instruction and affordable tuition for our students. We offer various scholarships to those who qualify and interest-free payment plans. You will find that all of our staff and faculty are here to help you to achieve your objectives. Our staff and faculty are highly experienced, both academically and professionally. We are committed to a small class size; intensive, personalized and relevant instruction; and high standards of learning. Our faculty and staff are flexible and committed to student success both academically and professionally.



We want each student who completes one of our programs to be qualified for at least entry level professional employment when he or she leaves us. To that end, we also provide career counseling and assistance in finding employment.

Thank you for your interest in the American College of Commerce & Technology. We look forward to a mutually rewarding and productive journey as you develop your employment skills and achieve your academic objectives. Our goal is to make the world a better place, one student at a time.

William V. Schipper, Ph.D.
President & Chief Executive Officer
American College of Commerce & Technology

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This Catalog is an official publication of American College of Commerce & Technology (ACCT). As such, it is subject to revision at any time. The catalog is updated biannually to reflect any changes made in policy and procedure. The College reserves the rights to add, withdraw, or revise any course, program of study, provision, or requirement described within the Catalog as may be deemed necessary. Occasionally, program requirements will vary by the printing date of the Catalog.

The tuition, fees, program graduation requirements, and other rules described in this Catalog apply to all students who enroll at ACCT while the Catalog is in effect. The beginning and end dates defining the time period covered by this catalog starts on April 3, 2017 through December 31, 2017.

ACCT does not have a pending petition in bankruptcy, does not operate as a debtor in possession, has not filed a petition within the past 5 years, nor does it have a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, Phone (888) 370-7589 Fax (916) 263-1897.

Academic Calendar

Calendar 2017

A normal academic year consists of four quarters. Most classes meet at least 11 times, on average per quarter. Any canceled classes due to inclement weather or holidays will be made up by the end of each quarter. The application deadline and deadline to register for new courses for each quarter is prior to the end of the first week of the quarter.

Winter Term 2017

January 3 - Tuesday	Winter Classes Begin
January 10 - Tuesday	Last day to drop with full refund
March 20 - Monday	Winter Classes End

Spring Term 2017

April 3 - Monday	Spring Classes Begin
April 10 - Monday	Last day to drop with full refund
June 18 - Sunday	Spring Classes End

Summer Term 2017

July 6 - Thursday	Summer Classes begin
July 13 - Thursday	Last day to drop with full refund
September 20- Wednesday	Summer Classes End

Fall Term 2017

October 2 - Monday	Fall Classes begin
October 9 - Monday	Last day to drop with full refund
December 17 - Sunday	Fall Classes End

Holidays

The following holidays are observed and no classes are held:

- Martin Luther King Day (January 16)
- President's Day (February 20)
- Memorial Day (May 29)
- Labor Day (September 4)
- Halloween (Oct 31, no classes for 6 pm schedule)
- Thanksgiving Day holiday (4th Thursday, Friday, Saturday, and Sunday in November)

Standard Hours of Operation:

Monday through Friday, 10 AM to 4 PM
 Saturday 9 - 6
 Sunday 9 - 6

This catalog is made available to prospective students and the general public upon request or a soft copy may be downloaded on the official ACCT website www.acct.edu.

General Information

Mission

ACCT’s mission is to offer affordable academic undergraduate and graduate degree and non-degree programs designed to help students develop skills and competencies to enhance their professional careers.

Vision Statement

In the twenty-first century, the American College of Commerce & Technology will be a leading regional institution of higher education, offering high quality programs in a nurturing atmosphere where quality is always dictated by the needs of our principal consumers – our students. The College will attract and retain a dedicated, professional staff, and credentialed faculty recognized for expertise in their field and who excel in the art of teaching.

Goals

The goals of ACCT are to:

- Maintain up-to-date curricula which are responsive to the current and future needs of students.
- Match expected learning outcomes to employer demands and expectations for skill development in students.
- Match student goals with appropriate programs of study.
- Employ faculty with experience in both academic and professional fields.
- Ensure affordability by tailoring scholarships, loan, grants, and financing to match the needs and circumstances of our students.
- Develop a culture of continuous improvement in the delivery of our mission.

History

The American College of Commerce & Technology (ACCT) was founded in 2009 by a group of experienced educators with the goal of providing students with an affordable education that links academic theory with the latest in real-world applications. The curriculum is based on contemporary issues faced by leaders in the international workplace. Courses, programs, and resources have been specifically designed for this process.

In 2010, ACCT’s Falls Church campus was certified to operate as an institution of higher education in Commonwealth of Virginia by State Council of Higher Education for Virginia (SCHEV).

In February 2013, ACCT was authorized under Federal Law to enroll non-immigrant students.

In February 2016 the ACCT branch campus was authorized to open in Alhambra CA.

ACCT’s Falls Church and Alhambra campuses are accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

ACCT’s Alhambra campus is a private institution that is approved to operate by the Bureau for Private Postsecondary Education in the state of California.

Terms

The College operates on a quarter system, with four quarters per calendar year. Most courses consist of eleven class sessions, for 4.5 quarter credit hours.

Degree Programs

The College's degree programs are designed to respond to market and/or employers' needs and demands. Students gain the technical and "soft" skills necessary to enter or advance in their chosen profession. Classes are offered both in-class and on-line. Graduate students also have opportunities to participate in a curricular practical training offered by ACCT in partnership with sponsoring employers.

Degree programs offered by the American College of Commerce & Technology include:

Associate of Arts Degree Programs

- Accounting
- Business Administration
- Computer Information Sciences

Bachelor of Science Degree Programs

- Accounting
- Business Administration
- Computer Information Sciences

Master of Science Degree Programs

- Accounting
- Business Administration
- Computer Information Sciences

Accreditation Notice

Accredited by the Accrediting Council for Independent College and Schools to award master's degrees, bachelor's degrees, and associate's degrees.

American College of Commerce & Technology is not currently accredited by an accreditation agency recognized by the United States Department of Education. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

American College of Commerce & Technology
Alhambra Branch Campus Location
1000 South Fremont Avenue, Unit 91
Alhambra, CA 91803
Telephone: 626-766-1420



Parking

ACCT has daily parking available for \$3 and is located on site in either garage or open lots. Parking lots are lighted, and have clearly marked spaces for handicapped parking.

Classrooms

The campus consists of 6,600 square feet that is divided up into four (4) classrooms, as well as administrative offices and a library. Classrooms are easily accessible and modern, providing an excellent educational environment. ACCT provides the campus community with both wired and wireless access to the college's computer network and to the internet.

Most classroom and computer lab has wired and wireless network access. Most classrooms are equipped with LCD projectors, speakers, and white boards/projection screens.

Library Resources

The College has a library for both student and faculty to use, with hard cover reference works, books, and textbooks relevant to all programs of study. The library also has an array of business, computer, and accounting magazines and journals for faculty and student use.

The library is complemented by ProQuest™, an online library database that provides 24 hours/7 days a week access to journals, news, and magazines. This includes two major databases – Regional Business News, which incorporates full text coverage of more than 80 regional business publications covering all metropolitan and rural areas within the United States, and Business Source Elite, a database of full text articles from over 1,000 business publications dating back to 1985. Also included are over 10,100 substantial company profiles from Datamonitor™. ProQuest™ is available to our enrolled students, faculty, and staff via the college website, both on and off campus.

Moodle™ Learning Management System

In order to facilitate access of all course materials for every student, regardless of whether the course is conducted on campus or online, ACCT has adopted the Moodle™ Learning Management System. Through the Moodle™ system, students have access to materials related to each course from anywhere in the world on a 24 hour per day, seven day per week basis. All students must have all required hardware and software to ensure access to Moodle.

The minimum hardware and software requirements for Moodle are as follows:

Hardware

- Disk space: 160MB free (min) plus as much additional space to store materials. 5GB minimum recommended.
- Processor: 1GHz (min), 2GHz dual core recommended.
- Memory: 256MB (min), 1GB or more is strongly recommended.

Software

- Google Chrome 30.0
- Mozilla Firefox 25.0
- Apple Safari 6
- Microsoft Internet Explorer 9

Student Record Maintenance

Student Records are maintained by the school for a period of five years from the last day of attendance. Student transcripts are kept on file permanently.

For a record that is current, the college will maintain functioning devices that can immediately reproduce exact, legible printed copies of stored records. These records will be stored on the campus server and also in the record keeping office in fire resistant cabinets. For a record that is no longer current, the college will be able to reproduce exact, legible printed copies within two (2) business days during operating hours (10-4).

All records that the college is required to maintain shall be made immediately available by the college for inspection and copying during normal business hours by the BPPE and any entity authorized to conduct investigations. The college has personnel scheduled to be present at all times during normal business hours who can explain and access the records to any person authorized to inspect and copy records under California law.

Mandatory Email

Every ACCT student is required to have an active e-mail address on file. If student does not have an active e-mail address they can use an account provided by ACCT. All ACCT official notices will be sent to the e-mail address on file.

Transcript Requirements

Applicants must submit official transcripts as part of the admission requirements to ACCT. Students applying to ACCT as entering undergraduate students without transfer credits are exempt from this rule; however, they must sign have successfully earned a high school diploma.

Academic Record and Transcript Control

Access to the permanent educational record is guaranteed to every student, subject only to reasonable regulation as to time, place, and supervision. Transcripts of academic records are issued by the ACCT Registrar. Official transcripts are released to other institutions of education or agencies upon a student's written request, and only after the student has completed at least one course at ACCT without any outstanding balance due to the school. Fees for this service may apply.

Confidentiality Policy

The American College of Commerce & Technology protects the privacy of student records, including address, e-mail address, phone number, grades, financial information and attendance records.

Student Health Insurance

The American College of Commerce & Technology recommends all undergraduate and graduate students to have adequate health insurance while enrolled in the College. Should you have any questions regarding a student health insurance plan, contact the Admission Department.

Student Services

ACCT offers the following services to all enrolled students.

- Advising, mentoring, and tutoring English proficiency development
- Academic Counseling
- Cultural and technical field trips and conference participation
- Student lounge
- Social events
- Technology support
- Disability support

Any student wishing to take advantage of these services should contact the Student Services/ Librarian office.

Career Services

ACCT provides various career advising and placement services to its students. The Student Services office holds seminars advising students on job-searching strategies, resume building and review, and interview techniques. Students and alumni can meet with staff at the Student Service office for additional details.

Faculty Advising

Each ACCT faculty member is available to serve as an advisor to students to assist in planning students' programs of study each quarter. Students are encouraged to seek information and assistance from their faculty advisors in planning their programs of study. Faculty advising sessions are available in the academic department during the normal operating hours. A faculty member is available for advising each day of the week during normal business hours (10-6) in the advising office.

Student Grievance Policy

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education (BPPE) by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov. The contact information for BPPE is provided below.

BPPE – Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
Phone: (916) 431 - 6959
Fax: (916) 263 - 1897

Any student who has a grievance with the school or an instructor should first discuss the problem with the instructor or school director. If a resolution is not reached, the student should file a written complaint and submit it to the school director asking for a written response. Barring extraordinary circumstances, complaints must be filed during the academic term, or the next academic term immediately following the term, in which the event of concern occurred. The complete grievance procedure is as follows:

First Step - Anyone with a grievance or complaint may request an individual conference with the instructor or staff member to discuss the matter.

Second Step – If a satisfactory resolution to the problem is not reached, the aggrieved party should seek guidance from an academic dean.

Third Step – If the previous steps have not solved the grievance within 48 hours of the incident, the aggrieved party must present to the College President, in writing, all facts of the grievance.

Within fourteen days, upon receipt of the written information, the President will schedule a Grievance Committee hearing. The time of the meeting will be communicated in writing to all parties. The Committee will consist of the President or his appointee, an academic dean, and two staff or faculty members not involved with the incident in question.

Persons involved with the incident are welcome to attend the hearing, and parties involved will be given the opportunity to discuss the grievance. The Grievance Committee will then excuse all parties involved in the grievance and review and conclude the case. The decision of the Committee will be communicated to those involved in the incident within ten days, unless the committee postpones making a decision in order to allow for the gathering of additional information. However, if a decision is postponed, a date for the follow-up meeting should be set prior to adjournment.

Students may also contact ACICS at:

ACICS
750 First Street, N.E., Suite 980
Washington, DC 20002-4223
Phone: (202) 336-6780
Fax: (202) 842-2593
Or you may file a complaint online at: www.acics.org

Students who file a complaint will not be subject to unfair treatment or adverse actions by the school as a result of initiating a complaint proceeding.

Student Use of ACCT Facilities

Students are welcome to use the facilities of the ACCT but are not permitted to remain in the ACCT building space after ACCT hours of operation without faculty supervision.

Schedule of Fees

Effective Spring Quarter, 2017

- Application fee - \$60 (nonrefundable)
- Application fee for graduation (degree programs) - \$150
- Transcript fee - \$10
- Rushed transcript fee - \$20 per copy (includes transcript)
- Registration fee - \$60 per quarter (nonrefundable)
- Academic Resources fee - \$300 per quarter (full-time)
- Academic Resources fee - \$150 per quarter (part-time)
- Academic Resources fee ESL - \$100 per quarter
- Late Registration, First day of quarter - \$100
- DANTES/DSST Test Fee - \$40
- CLEP Test Fee - \$40
- English Language Diagnostic Fee - \$50
- Life Experience Application fee - \$100
- Extended Payment Plan fee- \$50
- Late Payment fee - \$40
- Leave of Absence (LOA) Fee - \$10
- ENG 050 Module - \$50

Schedule of Tuition

- Undergraduate Tuition - \$750 per class
- Graduate Tuition - \$1,300 per class
- CPT Extension - \$400
- ESL - \$2,000 per level

Estimated Total Charges

- Total Charges for a Quarter (Associates, Undergraduate) - \$2,610
- Total Charges for a Quarter (Masters) - \$2,960
- Total Charges for the Entire Program (Associates) - \$17,580
- Total Charges for the Entire Program (Bachelors) - \$35,100
- Total Charges for the Entire Program (Masters) - \$17,820
- Total Charges for the Entire Program (ESL) - \$ 12,960

Student Tuition Recovery Fund

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.
3. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies: you are not a California resident, or are not enrolled in a residency program, or your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.
However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Cancellation and Refund Policies

Student's Right to Cancel

New students have the right to cancel their enrollment agreements, including any equipment such as books, materials, and supplies or any other goods related to the instruction offered in the enrollment agreement, if notice of cancellation is made within seven (7) calendar days (excluding holidays) of enrollment or by the seventh (7th) calendar day following the scheduled program start date, whichever is later.

Cancellation shall occur when the student gives written notice of cancellation at the address of the College shown at the top of the front page of the enrollment agreement. Students can submit this written notice by mail, hand delivery, or email. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the enrollment agreement.

If the student cancels the enrollment agreement, the College will not charge institutional charges; however, the College retains the nonrefundable application fee of \$50 for domestic students or \$60 for international students and may charge for equipment not returned in a timely manner in good condition.

Refund Policies

If a student withdraws from the program after the period allowed for cancellation of the agreement, the College will calculate whether a refund is due, and if so, remit a refund within 45 days following the withdrawal.

Students have the right to withdraw from a program of instruction at any time. For the purposes of determining the amount the student owes for the time attended, the student shall be deemed to have withdrawn from the program when any of the following occurs:

- The student notifies the College of withdrawal or the actual date of withdrawal; or
- The College terminates the enrollment; or
- The student is administratively withdrawn per ACCT's Unofficial Withdrawal policy on pg. 23 due to absences. After a student is absent for 14 calendar days from all courses, ACCT will make a determination on whether the student should be deemed withdrawn from the institution. A student will be deemed withdrawn from the institution if the student misses four consecutive scheduled instructional days from all classes. For mini-sessions, a student will be deemed withdrawn from the institution if they miss two consecutive scheduled days of all classes.

The refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund. A pro rata refund shall be no less than the total amount owed by the student for the portion of the educational program provided, subtracted from the amount paid by the student, calculated as follows:

- (1) The amount owed equals the daily charge for the program (total institutional charge, divided by the number of days or hours in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal.
- (2) All amounts paid by the student in excess of what is owed as calculated in subdivision (1) shall be refunded.

If the College has given the student any equipment, including books or other materials, the student shall return it to the College within 10 days following the date of the notice of withdrawal. If the student fails to return this equipment, including books and other materials, in good condition within the 10 day period, the College may deduct its documented cost for the equipment from any refund that may be due to the student. Once the student pays for the equipment, it is the student's to keep without further obligation. In any event, students will never be charged more than the equipment charges stated in the contract.

If a student has attended more than 60% of the period of attendance, the College may retain the full amount of the charges for that period.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

If the student withdraws from a course after the period allowed for cancellation of the agreement, the College will calculate whether a refund is due for that particular course, and if so, remit a refund within 45 days following the withdrawal. For the purposes of determining the amount the student owes for the time attended, the student shall be deemed to have withdrawn from the course when they notify the College of their withdrawal or are administratively withdrawn from the course per the Unofficial Withdrawal policy..

The refund policy for students who have completed 60% or less of the course shall be a pro rata refund. A pro rata refund shall be no less than the total amount owed by the student for the portion of the course provided, subtracted from the amount paid by the student for the course, calculated as follows:

- (1) The amount owed equals the daily charge for the course (total course charge, divided by the number of days of the courses), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal.
- (2) All amounts paid by the student for that course in excess of what is owed as calculated in subdivision shall be refunded.

Scholarships and Grants

ALL Alhambra Students are eligible for the "ACCT 2016 New CA Campus Financial Assistance Grant" in the amount of 25% tuition. This scholarship is extended for the Winter and Spring 2017 quarters and is automatic for every enrolled student during this time that is paying without a payment plan. There is no application to fill out, and no deadline to meet for this grant is automatic. This grant applies to Alhambra, CA students taking at least one on-campus course only and is applied toward tuition only. To maintain this grant, students must meet all general scholarship and grant conditions (see below).

All ACCT Scholarship and Grant Applications are due no later than seven calendar days prior to the start of an academic term in order to be considered for that term. Students wishing to apply for any ACCT scholarships noted below must complete the Scholarships, Grants and Awards form and bring it to the office of the Special Assistant to the President for review and approval. Scholarships are posted as credit to the student financial ledger and cannot be refunded for cash. All scholarship recipients must meet the following conditions:

- Students cannot have any outstanding balance.
- Students must have completed satisfactorily any English Requirements
- Students can only apply to one of the scholarships during his/her program.
- The Deadline for each scholarship is before the first official day of class.

Additional requirements for specific scholarships are provided below:

PRESIDENTIAL SCHOLARSHIP is available for eligible, full time students who pursue their degree at ACCT and can demonstrate and document financial need due to life changes or unexpected life events.

- Total Award Amount: \$600 a quarter
- Duration: Up to 3 quarters per approval

MERIT SCHOLARSHIP: is available for Academic Excellence with a *Merit Scholarship*.

- Students must have completed at least 6 courses for graduate or 9 courses for undergraduate
- Minimum cumulative GPA of 3.6
- No "R" or Repeats allowed on transcript
- Total award amount: \$500
- Duration: One-Time only

LOYALTY/ CONTINUATION SCHOLARSHIP is available to full-time students who graduated from ACCT and seek to continue a second degree from ACCT.

- Total Award Amount: \$600 a quarter
- Duration: Up to program completion

ACCT FAMILY SCHOLARSHIP: is created to encourage families to study together and not be burdened with overwhelming financial challenges. If a family member withdraws or is no longer an active student, then the ACCT Family Scholarship will immediately be dropped from the student that remains. Criteria to be eligible include:

- Immediate family members only (defined in relation as parents, spouse, and siblings) that attend simultaneously.
- Official documentation must be presented at time of application proving direct family relationship.
- Total Award Amount: \$200 off each class
- Duration: Quarterly

ECONOMIC DEVELOPMENT GRANT: ACCT believes in making the world a better place, one student at a time. ACCT reaches out to students in underdeveloped countries where economic disadvantages may hinder their pursuit of U.S. higher education. The Economic Development Grant is offered to students in the “Top 100 Poorest Countries in the World.”* This on-line only grant is offered to students taking classes while living in one of these countries. If a student moves or changes addresses to a country not outlined in the top 100, then the Grant is automatically surrendered.

- Total Award Amount: 75% off tuition
- Duration: While residing in one of the designated countries.

ACCT encourages students to finish their studies in the US at one of our campuses in order to complete their degree, as only 50% of classes earned online can be counted toward a program.

*The Poorest Countries in the World based on GDP (PPP) of a country, as defined by Global Finance Magazine (2015). See the Business Department for a complete list of countries.

MILITARY VETERANS SCHOLARSHIPS: As an appreciation to Veterans of the armed services, ACCT is proud to provide a 25% scholarship to veterans who apply and can show proof of active or previous enrollment in the armed services. This discount applies to the Veteran and immediate family members.

- Total Award Amount: 25% off tuition
- Duration: Up to 3 consecutive quarters

EMPLOYEE EDUCATIONAL BENEFITS:

Employees of ACCT are eligible for educational benefits.

- Part-Time Employees are eligible to receive a benefit of 50% tuition.
- Full-Time Employees are eligible to receive a benefit of 90% tuition.

Benefits are toward tuition only and not fees, and start with the next full quarter after date of hire, and only while employed at ACCT. Student must be in good academic and financial standing to continue to receive benefit.

Definition of Full-Time Employee is a benefit-eligible, permanent Full-Time employee. Educational benefits are extended to immediate family members of Full-Time employees.

- For Shareholders, educational benefits remain at 100% for the shareholder, and 90% for immediate family members of shareholders.
- Benefits are intended to be capped at 3 undergraduate classes, or 2 graduate classes, each quarter. Exceptions may be made with approval IF the student is in his/her last intended quarter of study before graduation.

See HR for complete details.

NOTE:

ACCT reserves the unilateral right to change or terminate any or all of the benefits outlined in these scholarships and grants policy anytime.

Lost & Found

Items found on campus will be turned in to the Librarian. To inquire about any lost or misplaced items, please contact the Librarian.

Student Use of ACCT Facilities

Students are welcome to use the facilities of the ACCT but are not permitted to remain in the ACCT building space after ACCT hours of operation without faculty supervision.

Student ID Cards

Each student is issued an ACCT Student photo ID card. The ID card is to be carried on campus at all times for security purposes.

Housing

ACCT students are responsible for finding their own housing. ACCT does not have any dormitory facilities under its control and has no responsibility to find or assist students in finding housing during the period of study.

There is ample housing availability in Alhambra and surrounding areas. The average cost of rent in Alhambra is approximately \$1,185. Students may find more information about local apartment options by searching local housing websites. Some options include: <http://www.zillow.com/alhambra-ca/apartments/>, <http://www.apartmentfinder.com/California/Alhambra-Apartments>, and <http://www.forrent.com/find/CA/metro-Los+Angeles/Alhambra>".

Academic Information for All Programs

Class Hours and Units of Credit

ACCT operates on a four-quarter per calendar year system, with day, afternoon, evening, weekend and online classes. For most courses, students earn 4.5 quarter-credit hours upon successful course completion. Curricular Practical Training Externship Extension courses (590, 1-6) earn 1 credit.

Course Numbering System

Course numbers are as follows:

000-009 Non-credit courses

100-299 Associate's and Bachelor's level courses

300-499 Bachelor's level courses

500-599 Master's/graduate level courses

Degree and Graduation Requirements

Undergraduate students must achieve a Cumulative Grade Point Average (CGPA) of at least 2.0, complete all required courses in the program, and complete at least 90 credits to earn an associate's degree, and 180 credits to earn a bachelor's degree. At least 6 classes (27 credits) must be completed in residence for the associate's degree program and at least 12 classes (54 credits) in residence for the bachelor's degree program.

Graduate students must maintain a CGPA of at least 3.0, complete all required courses in the program, and have at least 54 quarter hours of credit to earn a master's degree. At least 8 courses (36 credits) must be taken in residence for the master's degree program.

Elective courses may be matched to core or required classes with the permission from the academic dean on a case-by-case basis.

Grading and Credits System

Program credits for all programs are awarded in quarter-credit hours. One quarter credit hour of instruction in the traditionally delivered courses consists of a minimum of 10 classroom lecture periods of not less than 50 minutes each and assumes outside reading and/or preparation; or 20 laboratory clock hours where classroom theory is applied and explored, or manipulative skills are enhanced; or 30 hours of external discipline-related work experience with indirect instructor supervision or employer assessment; or an appropriate combination of all three.

Student grade-point average (GPA) for all programs is computed by the following formula:

$$\text{CGPA} = \frac{\text{Total Quality Points Earned}}{\text{Total No. of Courses Attempted}}$$

Grade	Interpretation/Quality	Points
A	Excellent	4
B	Satisfactory	3
C	Moderate Satisfactory	2
D	Marginal Performance	1
F	Failure	0
I	Incomplete	NA
W	Withdrew	NA
R	Repeat	NA
TC	Transfer Credit	NA
LE	Life Experience Credit	NA
AS	Advanced Standing Credit	NA
S	Satisfactory	NA
U	Unsatisfactory	NA

The following criteria determine a letter grade associated with a quality point value/description:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

The above grading applies to all associate and bachelor level courses numbered 100-499. However, "D" grades will not be considered for the graduate level courses 500-599.

I = Incomplete, Incomplete Grades

Incomplete grades do not factor into a student's grade point average; however they do count as credits attempted for purposes of satisfactory academic progress (SAP).

W = Withdrawal

Indicates withdrawal from a course prior to its conclusion and do not factor into a student's grade point average; however they do count as credits attempted for purposes of satisfactory academic progress (SAP).

R= Repeat Class

R grades are not calculated in a student GPA. However they do count as credits attempted for purpose of satisfactory academic progress.

TC = Transfer Credit

Transfer credit from other institutions must be comparable in content to those offered at the American College of Commerce and Technology. Transfer credit is not calculated in a student GPA; however, they do count as credits attempted for purpose of satisfactory academic progress. Refer to the transfer credit policy for all requirements.

LE=Prior Learning Experience

Represents credit awarded for previous professional training or work experience provided that the learning objectives of particular courses are matched for undergraduate courses. Students may apply for undergraduate credit for previous education, training or work experience. The application must be submitted on ACCT's "Life Experience Application Form" to the Registrar.

The academic portfolio advisor will evaluate the application portfolio to determine if the documented experiences match the learning objectives of courses in the student's curriculum. Any awarded credits are entered onto the student's curriculum sheet and transcript as "LE" (Life Experience). The credits do not affect the student's grade point average; however, they do count as credits attempted for purpose of satisfactory academic progress. The application and documentation are kept among the permanent records of the College.

Life Experience applications are reviewed in accordance with the following standards of the Council for Adult Experimental Learning (CAEL):

1. Credit or its equivalent should be awarded only for documented learning, and not for experience;
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public;
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes;
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts;
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted;
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning;
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process;
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded;
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform; and
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and state of the assessment arts.

No more than 30% of the required credits may be awarded to a student for life/work experience.

Grade Notification

Students' final grades are available via checking their transcript account five days after the end of the term.

Transfer Credit

Transfer credit from other institutions must be comparable in content to those offered at the American College of Commerce & Technology. Credits earned in a country other than the U.S. must be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES). ACCT can accept no more than 20% transfer credits.

To receive credit from previous College or University coursework, submit official transcripts to the admission office. Each transfer course is evaluated separately. The evaluation includes a review of the description, credits, and grade of each course. Undergraduate transfer grades must be C or better and graduate transfer grades must be B or better. All transfer credit accepted by ACCT are recorded on the student transcript with the designation "TC" but the credits will not affect the student's grade point average. ACCT does not offer challenge credit through examination or achievement tests; however, ACCT does provide Prior Life Experience credit.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at ACCT is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in your program is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ACCT to determine if your credits will transfer.

ACCT does not have an articulation or transfer agreement with any other college or university

Incomplete Grades

A student who receives a grade of incomplete or an "I" is required to make up missing work within 30 days of the start of following quarter. If the work is not completed and approved by the instructor within the following quarter, the grade converts from I to an F. Incomplete grades do not factor into a student's grade point average; however they do count as credits attempted purposes of satisfactory academic progress.

Grade Disputes

Grade disputes may be raised only after the final grade for a course has been issued and must be raised by the student with the instructor within 60 days after the end of the quarter in which the grade was awarded. The student must submit a written justification and supporting documentation for disputed grade to the instructor of the course. The instructor and/or department heads will meet with the student and/or provide a written explanation that includes the final grade calculation as specified by the syllabus grading criteria.

Enrollment Dates

Students may enroll in classes up to the start of the second meeting of any class. Students may not enroll in any class that has met twice without the permission of the instructor.

Attendance Policy

Faculty are required to take and report attendance for each class meeting. Students are expected to be on time and attend all scheduled classes. Students are responsible for the material covered in each class regardless of the reasons for absence or tardiness. Faculty cannot grant requests for excessive amounts of make-up material.

Students who do not attend class may be withdrawn per ACCT's Unofficial Withdrawal Policy. Any student that receives four or more absences in a class may receive an automatic "F" grade for the course.

Students who miss several class meetings due to circumstances beyond their control may apply to a faculty member for additional time to complete the course. Examples of such circumstances include serious illness of the student, military deployment, unforeseen travel requirements, extreme weather conditions, a change in the student's work schedule, serious illness of an immediate family member for whom the student is the primary caregiver, or death of an immediate family member.

All students are expected to arrive to class on time. Late attendance is disruptive to both the instructor and students. If a student is tardy for a class more than the instructor deems advisable, the instructor will report the issue to the student's program director for appropriate action.

Student Withdrawal from a Course

A student may withdraw from a course at any time prior to its conclusion, in which case the student shall receive a grade of "W".

Administrative Course Withdrawal

After a student is absent in a course for 14 calendar days, ACCT will make a determination on whether that student should be withdrawn from the course.

Withdrawal from the College

A student choosing to withdraw from the school after the commencement of classes is to provide a written notice to the Director of the school. The notice must include the expected last date of attendance and be signed and dated by the student. A student may be deemed withdrawn from the institution if the student misses four consecutive scheduled instructional days from all classes. For mini-sessions, a student will be deemed withdrawn from the institution if they miss two consecutive scheduled days of all classes (non-credit courses may have different attendance requirements).

After withdrawal from the College, a student may resume enrollment within three quarters after the last quarter of enrollment in which the student completed a course. After three quarters of non-enrollment, the student will need to reapply to the College, including payment of the non-refundable application fee. The student will also be bound by the Catalog under which the new admission occurred unless the student receives permission in writing from their dean to complete their program under the Catalog under which they were earlier enrolled.

Leave of Absence

The College may grant a leave of absence (LOA) in the case of a student's prolonged illness or accident, death in the family, or other special circumstances that make attendance impossible or impractical. A student must fill out a LOA form and get approved prior to taking the leave. A leave of absence is an approved leave of absence if the conditions are met as follows:

1. The student followed the institution's policy in requesting the leave of absence and submits a signed, dated request with the reasons for the leave of absence.
2. The College determines that there is a reasonable expectation that the student will return to the school.
3. The school approved the student's request in accordance with the published policy.
4. The leave of absence does not exceed 180 days in any 12-month period.
5. Upon the student's return from the leave of absence, the student is permitted to complete the coursework he or she began prior to the leave of absence.

If a student does not resume attendance at the institution on or before the end of an approved leave of absence, the student is treated as a withdrawal and the date that the leave of absence was approved should be considered the last date of attendance for refund. No monetary charges or accumulated absences will be assessed to the student during a leave of absence.

Repeat Course

Effective Spring 2017, all repeated classes shall be charged full tuition price.

Cancellation of Courses

ACCT will process a refund for courses canceled.

The college reserves the right to cancel a course if there is insufficient enrollment. Any such cancellation is always done prior to the first day of class. Affected students are notified by phone, email, and/or mail and are given assistance in enrolling in an equally suitable course.

Emergency Cancellation of Classes

In case of inclement weather, or other emergency situations, the College will announce publicly the cancellation of classes. Students may view emergency announcements on the Web site at www.acct.edu or may call the local campus phone number for recorded information. When cancellation of classes is necessary, instructors may arrange for additional class meetings or study assignments to compensate for attendance time.

Auditing a Course

Students desiring to audit a course without taking the examination or receiving credit for the course may do so by registering to audit that course. Students desiring to audit a course must register in the usual manner and pay the normal tuition. Audited courses carry no credit and do not count as part of the student's course load.

Student Achievement

The College tracks student achievement through its Campus Effective Plan ("CEP"). The CEP measures student retention, placement, graduate satisfaction, employer satisfaction and student learning outcomes to find benchmarks and set future goals for student achievement. The CEP is reviewed quarterly by the Campus Effectiveness Team to track progress and make the necessary changes to meet the goals set forth. A published CEP is made available after every academic year.

Students must attain a minimum 2.0 to graduate with an undergraduate degree or a 3.0 to graduate with a master's degree. In addition, students are required to complete every assignment in order to pass each class and also must submit a final portfolio to receive a grade.

Change of Program

A student who is pursuing an academic program and decides to change his or her program of study may apply only those courses that count towards the *new* degree program in the CGPA calculations and course completion percentages. The student's normal program length will be recalculated. He or she will start with the recalculated CGPA and credits attempted and completed for the purpose of determining satisfactory academic progress. To change a program, a student must complete an Academic Program Change Request form and meet with:

1. The new program academic dean for advising, defining prerequisites, or for transfer credit issues,
2. The Director of Admissions so the student can be issued an acceptance letter for the new program of study and complete a new enrollment form, and
3. F-1 students must contact with the Primary Designated School Official (PDSO) to change the program of study in the SEVIS system.

The Academic Program Change Request Form, the new acceptance form, and the new enrollment agreement will be retained in the student's file.

Academic Standing for Veterans

Any change in the status of a student receiving veterans benefits, whether that be a change of curriculum, change in course load, withdrawal, suspension, dismissal or other type of changes must be reported to the Department of Veterans Affairs not later than 30 calendar days after the process has been officially completed at the ACCT. Veterans who do not make satisfactory progress toward completion of their program must be reported to the Department of Veterans Affairs for action.

Forms of Instruction

ACCT offers both online and on ground courses. Online courses may be available to students in their specific programs of study. Students should check with their academic advisor and the course calendar for specific online offerings. Students may not complete more than 50% of their programs through online courses.

In accordance with the Student Exchange Visitor Program (“SEVP”) rules, international students may take one online course each quarter provided they are enrolled in at least one on-ground, classroom-based course. International students electing this option must be aware that they must maintain attendance and academic progress in the on-ground course in order to remain in status for SEVP purposes. International students who exceed the maximum number of absences will be dropped from that course in accordance with ACCT attendance policy. Once dropped, students may be in violation of SEVP requirements and dropped from ACCT enrollment. The standard ACCT refund policy will apply in such cases.

Distance Education

ACCT offers online courses which may be available to students in their specific program of study. Students should check with their academic advisor and the course calendar for specific online offerings. Students may complete up to 50% of their program of study through online courses.

Students are required to attend and complete the online orientation program module as part of the online course completion requirement. The orientation will instruct students on the use the Moodle Learning Management System (LMS), familiarize students with the discussion rubric, posting, and how and when to submit assignments. All online students must satisfactorily complete the orientation quiz as a condition for moving forward in the course.

Most online courses are instructed over the Moodle LMS. The online course week normally begins on Monday with all assignments due by the end of each course week, at 11:59 pm every Sunday. Late assignments will lose 10% credit when turned in one week late and 50% credit when turned in two weeks late. Assignments will not be accepted for credit after two weeks. Attendance is predicated on the student’s submissions to the discussion board each week.

Communication between the students and faculty will be conducted in news forums. However, instructors may set up e-mail or other communication times and dates. If the instructor chooses to set up additional contact hours, they must be published in the online course syllabus. A response from faculty to students’ submissions should occur within the seven days of each assignment’s due date.

Final exams may be proctored online through Examity or on-site at ACCT. Any student caught cheating will receive an F grade, and may be expelled for repeated offenses.

Any student who accumulates 4 or more absences in the online course may receive an F grade for that course.

Dismissal for Student Conduct

Any student not conducting themselves in an orderly and professional manner, which includes plagiarism, use of drugs and alcohol during school hours, dishonesty, disrupting classes, use of profanity, excessive tardiness, insubordination, violation of safety rules, or not abiding by the school rules may lead to disciplinary actions ranging from admonition to dismissal from the College.

Academic dishonesty is not condoned. Such misconduct subjects the student to a range of possible disciplinary actions from admonition to dismissal, along with any grade penalty the instructor might impose. Academic dishonesty, as a general rule, involves one of the following acts:

- Cheating on an examination or quiz, including the giving, receiving or soliciting of information and the unauthorized use of notes or other materials during the examination or quiz.
- Substituting for another person during an examination or allowing such substitution for one's self.
- Plagiarism. This is the act of appropriating passages from the work of another individual, either word for word or in substance, and representing them as one's own work. This includes any submission of written work other than one's own.
- Knowingly furnishing false information to ACCT, or forgery and alteration or use of ACCT documents or instruments of identification with the intent to defraud.

Accuplacer Test

In prior catalogs all students were expected to take the Accuplacer English comprehension diagnostic test at or near the beginning of their study at ACCT, and again at the end of their programs. Though no longer expected, students may still take the Accuplacer test upon graduation for performance metrics.

International Students

ACCT is certified to enroll international students by the Student and Exchange Visitor Program (“SEVP”), a program within U.S. Immigration and Customs Enforcement, which is a division of the Department of Homeland Security.

If you are a prospective student or current student and you have questions about the requirements in this section, or the student visa process generally, please contact an ACCT Designated School Official (“DSO”) in ACCT’s admissions department at 626-766-1420 or Alhambra.admissions@acct.edu.

Admission and Registration

All the prospective new and transfer students must submit the following documentation to the ACCT Admissions Office through mail delivery, online submission or in person:

- Completed and signed application form, available www.acct.edu with a signed enrollment agreement.
- Submit a form of identification (either a current passport or birth certificate) or for Permanent Residents, a copy of the Permanent Residency Card.
- Evidence of a graduation from a state recognized or an accredited institution recognized by the US Department of Education or the equivalent to an accredited bachelor’s degree from a foreign college or university. Official transcripts of all undergraduate and graduate work must be submitted. ACCT admissions staff will utilize the American Association of Collegiate Registrars and Admissions Officers (“AACRAO”), EDGE Database to assess the institution that has issued your credentials.
- Affidavit of Support and/or Bank Statement which indicates financial support to cover tuition, books, room and board, health insurance, and other personal living expenses for up to one academic year.

Satisfactory documentation of English proficiency

International students wishing to pursue an associate’s or a bachelor’s degree at ACCT must provide a score of 513 or higher on the Test of English as a Foreign Language (TOEFL) score on the paper-based test, or 65 or higher on the Internet-based TOEFL test, or 183 or higher on the computer-based TOEFL test; OR a PTE score of 47 or higher; OR an IELTS score of 5.5 or higher; OR graduation from an accredited (an accredited agency recognized by CHEA or the US Department of Education) American college with an associate’s degree or higher; OR successful completion of an ESL program from an accredited (an accredited agency recognized by the US Department of Education, or CHEA) American college or university; OR completion of at least three undergraduate-level courses from an accredited (an accredited agency recognized by the Council for Higher Education Accreditation (CHEA) or the US Department of Education) American university with grades of “C” or higher.

An international student wishing to pursue an associate’s degree at ACCT may also show English proficiency through graduation from an American English language high school with a standard high school diploma or higher.

International students wishing to pursue a graduate degree at ACCT must provide a score of 550 or higher on the Test of English as a Foreign Language (TOEFL) score on the paper-based test, or 80 or higher on the Internet-based TOEFL test, or 213 or higher on the computer-based TOEFL test; OR a PTE score of 52 or higher; OR an IELTS score of 6.0 or higher; OR graduation from an accredited (an accredited agency recognized by the US Department of Education or CHEA) American college with a bachelor’s degree or higher; OR completion of at least two graduate-level courses from an accredited (an accredited agency recognized by CHEA or the US Department of Education) American university with grades of “B-” or higher; OR successful completion of an ESL program from an accredited (an accredited agency recognized by the US Department of Education or CHEA) American college or university. TOEFL and IELTS scores must be valid at the time of application to ACCT, meaning that the scores must have been earned within two years and are able to verify by ACCT.

Notification of Admission

Applicants will receive notice of acceptance via email and/or letter after an ACCT admissions officer has reviewed and approved the prospective student's application and academic and financial records, and confirmed that the prospective student's qualifications meet all ACCT standards for admission.

Reporting

Accepted international students must report to the American College of Commerce & Technology for orientation to receive academic counseling and complete the course registration process. Please note that federal regulations prevent F-1 students from entering the country prior than 30 days before the start of the first quarter of attendance.

Payments

International students should have a zero balance in order to be eligible to enroll in subsequent quarter classes.

Maintaining F-1 Status

International students are individually responsible for maintaining their F-1 status. Maintaining status includes satisfying the following requirements:

- Report to ACCT no longer than seven days after the program start date.
- Maintain a valid Form I-20, including their current academic information, including requests for program extension and/or any changes in academic degree program.
- Maintain a full course of study while enrolled at ACCT. A full course of study for undergraduate programs comprises three courses. A full course of study for graduate programs comprises two courses. Under certain limited circumstances, F-1 students may be authorized to enroll for less than a full course of study and still meet the immigration regulation requirements for maintaining status. If you believe you may be unable to enroll in a full course of study, contact a DSO immediately.
- Make normal progress toward completing a course of study within the program end date recorded in SEVP's online database, SEVIS, and on each valid I-20. Students are expected to attend all classes and maintain satisfactory academic progress. Failure to do so may result in a determination by ACCT that the student is out of status. A student who does not complete the course of study by the program end date is considered out of status, unless the student is eligible for and applies for a program extension before the program end date recorded in SEVIS.
- May not engage in any unauthorized employment that has not been approved by ACCT. This includes internships, co-ops, or other arrangements for which you receive any compensation (including salary, tuition, books, supplies, food, or transportation). Engaging in unauthorized employment is a serious violation and may result in loss of status. Additional information about working on-campus is available below.
- Students who have failed to maintain status and had their SEVIS record terminated should contact their DSO regarding filing an application for reinstatement. F-1 students that have had their SEVIS record terminated cannot transfer or enroll in further coursework until they have been reinstated by United States Citizenship and Immigration Services ("USCIS").
- Students transferring from another U.S. institution to ACCT must complete the admission process within 60 days of program completion or expiration of Optional Practical Training (OPT) from their previous institution.
- Students who have completed their program and who have not applied for OPT or a different degree program are required by the USCIS to leave the United States within 60 days of their last date of attendance.
- Students are required to provide up-to-date contact information ACCT, including a valid telephone number, address, email address, and emergency contact information. Students must notify the campus of any changes within 10 days, or risk losing their F-1 status. Students on CPT or OPT are required to report changes in employment within 10 days of the change.

F-1 students may take one online course each quarter provided they are enrolled in at least one on-ground, classroom-based course. International students electing this option must maintain attendance in their on-ground courses and continue to make normal progress toward completing a course of study in order to remain in status for SEVP purposes.

Falling out of status has very serious consequences. Typically, students who are determined to be out of status may have their SEVIS record terminated and must leave the country. In addition students found to be out of status could be prevented from re-entering the U.S. for three to ten years, depending on the length of your status violation. If you fall out of status for any reason, we advise you to meet with our DSO immediately. Simply registering full-time in the next semester or stopping the unauthorized work does not put you back in status.

Annual Break Request

International students may apply for a quarter off after completing three successive quarters. Application to the International Student Advisor must be completed 14 days prior to the start of the quarter. F-1 students will be considered in status and maintaining a full course of study during this time.

Working While Studying in the United States

International students are generally prohibited from engaging in employment while studying in the United States on an F-1 visa.

However, F-1 students are permitted to work on campus up to 20 hours per week while they are maintaining status. Students should contact the ACCT International Department for information about on-campus student employment opportunities. A student may not engage in on-campus employment during the 60-day grace period following the completion of a course of study or thereafter. A student who has been issued a Form I-20 A-B to begin a new program who intends to enroll for the next regular academic year, term, or session at ACCT which issued the Form I-20 A-B may continue their on-campus employment.

Curricular Practical Training

F-1 students may be authorized by an ACCT DSO and faculty to participate in a curricular practical training (CPT) program that provides students with experiences integral to their course of study. Curricular practical training is defined to be alternative work/study, internship, cooperative education, or any type of required internship that is offered by sponsoring employers through cooperative agreements with ACCT. Students who received one academic year (three quarters) or more of full time curricular practical training are ineligible for post-graduate Optional Practical Training (OPT)

Undergraduate Programs

Undergraduate Program Admission Requirements

To be admitted to an associate's or bachelor's program, an applicant must complete the following requirements:

- Complete and sign an ACCT application form and enrollment agreement.
- Submit a non-refundable application fee (electronic payment, check, or money order payable to "The American College of Commerce & Technology").
- Submit a high school diploma or high school transcript, or sign an attestation affirming that they have been awarded a standard high school diploma.
- International students have additional admissions requirement as listed in the International Student Admission and Registration Section.

Admission Acceptance

Prospective students will receive an acceptance notice via email and/or letter after all the admission requirements are met.

For questions regarding admissions, please contact:

Admissions Office
American College of Commerce & Technology- Alhambra
1000 South Fremont Avenue, Unit 91
Alhambra, CA 91803
Telephone: (626) 766-1420
Alhambra.admission@acct.edu

Full-time Status

Full-time status for undergraduate students is three or more classes per quarter.

Academic Requirements

Effective Winter Quarter 2016, **all students** entering ACCT as undergraduates are required to take BUS110 during their first term of enrollment. BUS110 provides a foundation for expectations within the academic and professional environment, as well as a review of academic communication skills. Exceptions to this policy, or acceptance of transfer credit in place of this course, requires approval from the dean of the undergraduate program, or a designated representative.

Class Hours and Units of Credit

ACCT operates on a four-quarter per calendar year system, with day, afternoon, evening, weekend and online classes. Students earn 4.5 quarter credit hours for each class completed. Curricular Practical Training Externship Extension courses (399, 1-6) earn 1 credit.

Degree and Graduation Requirements

Undergraduate students must achieve a Cumulative Grade Point Average (CGPA) of at least 2.0, complete all required courses in the program, and compile at least 90 quarter hours to earn an associate's degree, and 180 credits hours to earn a bachelor's degree. At least 6 classes (27 credits) must be completed in residency for the associate's degree program and at least 12 classes (54 credits) in residence for the bachelor's degree program.

Elective courses may be matched to core or required classes with the permission from the Academic Dean on a case-by-case basis.

Undergraduate Satisfactory Academic Progress (SAP)

The following requirements apply to all students enrolled in any of the College’s undergraduate programs of study. Students must meet the following qualitative and quantitative standards in order to maintain SAP: (1) complete all program course requirements within the permitted maximum timeframe (“MTF”) based on credits attempted; (2) maintain a minimum rate of progress toward program completion (“MCP”) at specified evaluation points; and (3) achieve a minimum a satisfactory cumulative grade point average (“CGPA”) at specified evaluation points. A student who fails to meet any one of these three criteria does not meet SAP.

Maximum Time Frame (MTF)

ACCT students must complete their program of study within a maximum time frame of 150% of normal program length, measured in terms of the quarter credit hours attempted (not the period of enrollment). Within this SAP policy, a “credit” is defined as a quarter credit hour, and an “attempted” credit is defined as one for which a student attended the first day of classes and has incurred a financial obligation. MTF also serves as the foundation for establishing the SAP evaluation points. The normal program length and MTF of the programs at each degree level are presented in the table below.

<i>Program Degree Level</i>	<i>Normal Program Length</i>	<i>Maximum Time Frame</i>
Associate’s Degree Programs:	90 credits	135 credits
Bachelor’s Degree Programs:	180 credits	270 credits

Minimum Completion Percentage (MCP) and Cumulative Grade Point Average (CGPA)

Students are evaluated starting after 54 credits attempted for bachelor and 22.5 credits attempted for associate programs.

To meet ACCT’s MCP and CGPA requirements, students must maintain the specified MCPs and CGPAs at the evaluation points identified in the chart below.

<i>Evaluation Point</i>	<i>Minimum Completion Percentage of Credits Attempted</i>	<i>Minimum CGPA Undergraduate Programs</i>
At the end of each academic year or at the end of each quarter.	67%	2.00

In order to graduate from any undergraduate program (associate’s degree, or bachelor’s degree program), a student must achieve a CGPA of 2.0 or higher in addition to meeting all other SAP and program requirements.

SAP Calculations

Non-letter grades are included or excluded in ACCT's calculation of a student's SAP as defined in the table below.

<i>Types</i>	<i>Maximum Timeframe Credits Attempted Allowed (MTF)</i>	<i>Minimum Completion Percentage of Credits Attempted (MCP)</i>	<i>Minimum CGPA Calculation</i>
Transfer	Include	Include	Exclude
Advanced Standing	Include	Include	Exclude
Life Experience	Include	Include	Exclude
Withdrawal or Incomplete	Include	Include	Exclude
Repeat	Include	Include	Include (Most Recent Grade)
Non-Credit or Remedial	Exclude	Exclude	Exclude

In addition, if a student changes his or her program of study, student's normal program length will be recalculated based on the credits required complete new program of study.

Impact of SAP on Academic Standing

Academic Probation

A student who fails to meet the minimum SAP requirements as outlined in this policy will be placed on academic probation status for the quarter immediately following the end of the term in which SAP is not met. The statement "Placed on Academic Probation" will be entered on the student's transcript, and the student will receive a notice in writing explaining the status and offering an opportunity for counseling and assistance, if needed.

Academic Dismissal

At the end of the probationary quarter, if the student still does not meet ACCT's minimum SAP standards, he or she will be academically dismissed. The statement "Academic Dismissal" will be entered on the student's transcript. The student will be notified in writing of his status and provided an explanation of the status and the opportunity for appeal. This notice of dismissal will be retained in the student's file. If the student does not successfully appeal the academic dismissal, the statement "Academic Dismissal" will remain on the student's transcript.

Appeal of Academic Dismissal

A student may appeal a dismissal by submitting a written request to the Academic Department Head within ten business days after notification has been issued. An appeal must be based on significant mitigating circumstances that seriously impacted the student's academic performance. Mitigating circumstances may include serious illness, accident or injury to the student, death of a family member or other significant person in the student's life, or other special circumstances. The student must submit with the appeal an explanation of the reason(s) why he or she failed to meet SAP, an explanation of what has changed that will allow the student to meet SAP in the next term, and any supporting documentation relevant to these explanations. If the appeal is granted, the student will be placed on academic probation status for the next quarter. If the appeal is not granted, the student will be academically dismissed, and "Academic Dismissal" will be entered on the student's transcript. The decision of the Academic Department Head is final.

Extended Enrollment Status

A student who does not meet SAP for two consecutive quarters will be dismissed unless the student applies for and receives extended enrollment status for a maximum of one quarter in which to attempt to regain good academic standing. An Appeals Committee approves or denies requests for extended enrollment status. A request for a hearing by the Appeals Committee must be filed with the ACCT Chief Academic Officer by the student within 10 days of being dismissed. In extended enrollment status, the student is not eligible for any institutional financial aid, must retake classes previously failed (if offered), and meet specific terms and conditions agreed upon in writing by the student and the Appeals Committee. Extended enrollment status will be indicated on student's transcript. The extended enrollment status must be completed within the MTF for the student's program of study, and all credits attempted during the extended enrollment period count toward the MTF.

Readmission after Academic Dismissal

An individual who has been academically dismissed from ACCT, and who wishes to continue in the same program of study, may petition in writing to be readmitted after a period of one quarter. The petition must describe the changes in behavior or circumstance that will result in improved academic performance and must be submitted to the Appeals Committee prior to the beginning of the quarter in which the student seeks to enroll. The Appeals Committee will determine if the student has demonstrated likelihood for future success in the program of study. If the petition is accepted, the student will be placed on academic probation for one quarter, during which the student is not eligible for any institutional aid. If the student does not achieve SAP by the end of this probationary quarter, the student will be academically dismissed and will not be eligible for readmission.

Alternatively, a student may choose to reenroll in a different program of study. Doing this requires approval by the dean of the new program of study, who may also choose to allow the student to continue in enrollment at the College without a one-quarter delay. The student must then follow the program requirements for the catalog in effect at the time of reenrollment into the new program. Applicable credits attempted and grades earned in the prior program may be transferred to the new program of study, up to a maximum of six courses, and considered as part of a recalculated SAP. Students are limited to one such program change following academic dismissal.

Additional Credentials

A student obtaining more than one degree must complete each degree with all the qualitative and quantitative standards of the SAP policy. Each degree must be completed within 150% of the normal period to complete the degree program. Also, the minimum completion percentage of credits attempted standard has to be met, but the CGPA of any prior program is not applied to the new SAP calculation.

Academic Standing for Veterans

Any change in the status of a student receiving veterans benefits, whether that be a change of curriculum, change in course load, withdrawal, suspension, dismissal or other type of changes must be reported to the Department of Veterans Affairs not later than 30 calendar days after the process has been officially completed at the ACCT. Veterans who do not make satisfactory progress toward completion of their program must be reported to the Department of Veterans Affairs for action.

Undergraduate Program Descriptions

Associate of Arts in Accounting (AAAC)

Program Description

The Associate of Arts in Accounting program consists of 20 classes for 90 quarter-credits. This program prepares individuals to practice the profession of accounting and to perform related business functions. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objective

The objective of the AAAC program is to prepare students for entry-level positions in accounting, government and non-profit organizations. A graduate may apply all credits toward the BS degree in Accounting.

Professional Core component 27 credits / 6 courses

ACC100 Principles of Accounting I
BUS100 Introduction to Business
BUS110 Strategies for Professional Success
BUS220 Business Technologies
ECO100 Principles of Economics
LEG100 Business Law I

General Studies component 27 credits / 6 courses

ENG110 English Composition
MAT100 College Algebra
PSY100 Introduction to Psychology
SCI210 Environment and Health

Humanities: choose two of the following four courses:

HUM100 Introduction to the Humanities
HUM110 Origins of Western Culture
HUM230 World Literature
HUM200 Creative and Critical Thinking

Major component 31.5 credits / 7 courses

ACC200 Principles of Accounting II
ACC240 Managerial Accounting
ACC250 Intermediate Accounting I
ACC260 Intermediate Accounting II
ACC270 Intermediate Accounting III
BUS280 Business Ethics
TAX101 Principles of Taxation

Electives 4.5 credits / 1 course

Students choose one of the following:

ACC290 Cost Accounting
ACC302 Accounting Information Systems (requires approval of advisor)
BUS120 Fundamentals of E-Business
BUS130 Principles of Management
BUS280 Business Ethics
BUS280 Project Management Principles

In addition, a different course may be selected with approval of the program dean.

Associate of Arts in Business Administration (AABA)

Program Description

The Associate of Arts in Business Administration program consists of 20 classes for 90 quarter-credit hours. This program generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objective

The objective of the AABA program is to prepare students for entry-level positions in business, government, and non-profit organizations. A graduate may apply all credits toward the BS degree in Business Administration.

Professional Core component 27 credits / 6 courses

- ACC100 Principles of Accounting I
- BUS100 Introduction to Business
- BUS110 Strategies for Prof. Success
- CIS170 Computer Science Fundamentals
- ECO100 Principles of Economics
- LEG100 Business Law I

Major component 31.5 credits / 7 courses

- BUS120 Fundamentals of E- Business
- BUS130 Principles of Management
- BUS280 Business Ethics
- BUS290 Human Resource Management
- FIN100 Principles of Finance
- MKT100 Principles of Marketing
- TAX101 Principles of Taxation

General Studies component 31.5 credits / 7 courses

- ENG110 English Composition
- ENG200 Research and Writing
- MAT100 College Algebra
- PSY100 Introduction to Psychology
- SCI210 Environment and Health

Humanities: Choose two out of the following courses:

- HUM100 Introduction to the Humanities
- HUM110 Origin of Western Culture
- HUM230 World Literature
- HUM200 Creative and Critical Thinking

Associate of Arts in Computer Information Sciences (AACIS)

Program Description

The AA in Computer Information Sciences program consists of 20 classes for 90 quarter-credit hours. This program focuses on the design of technological systems, including computing systems, as solutions to business and research data and communications support needs and includes instruction in the principles of computer hardware and software components. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objectives

AA in Information Technology focuses on information systems and the constantly changing technologies that drive them. The course is designed to accommodate persons seeking entry-level professional positions in the field of Information Technology.

Professional Core 27 credits / 6 courses

ACC100 Principles of Accounting I
BUS100 Introduction to Business
BUS110 Strategies for Prof. Success
CIS170 Computer Science Fundamentals
ECO100 Principles of Economics
LEG100 Business Law I

Major component 18 credits / 4 courses

The student will choose 4 of the following:

CIS120 Intro to Relational Database Management Systems
CIS150 Intro to Networking
CIS200 Intro to Unix Operating System
CIS210 Client/Server Technology
CIS220 Ethics of Info System
CIS285 C++ Programming

General Studies component 31.5 credits / 7 courses

ENG110 English Composition
ENG200 Research and Writing
MAT100 College Algebra
PSY100 Introduction to Psychology
SCI210 Environment and Health

Humanities: Choose two out of the following courses:

HUM100 Introduction to the Humanities
HUM110 Origin of Western Culture
HUM230 World Literature
HUM200 Creative and Critical Thinking

Electives 13.5 credits / 3 courses

The student will choose three of the following:

CIS111 Basic Hardware

CIS113 Basic Networking

CIS120 Intro to Relational Database Management Systems (unless already taken as major course)

CIS150 Intro to Networking (unless already taken as major course)

CIS200 Intro to Unix Operating System (unless already taken as major course)

CIS210 Client/Server Technology (unless already taken as major course)

CIS220 Ethics of Information Systems (unless already taken as major course)

CIS285 C++ Programming (unless already taken as major course)

In addition, a different course may be selected with approval of the program dean.

Bachelor of Science in Accounting (BSAC)

Program Description

The BSAC program consists of 40 classes for 180 credits. Students who take two classes per quarter may complete the program in five years, or 20 quarters. This program prepares individuals to practice the profession of accounting and to perform related business functions, cost-accounting, budget control, tax accounting and other quantitative methods, purchasing and logistics, organization, and productions, marketing, and business decision-making. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objective

The program prepares students for entry-level bookkeeping or accounting clerk positions in the business, non-profit and governmental sectors by developing the theoretical and practical competencies necessary for entry-level success. Students will also be exposed to such computerized accounting operations as QuickBooks, TurboTax, and Peachtree.

Professional Core: 31.5 credits / 7 courses

ACC100 Principles of Accounting I
BUS100 Introduction to Business
BUS110 Strategies for Professional Success
BUS220 Business Technologies
ECO100 Principles of Economics
LEG100 Business Law I
GIS480 Spatial Business Intelligence OR
HCM300 Intro to Health Informatics

Major component 58.5 credits / 13 courses

ACC200 Principles of Accounting II
ACC240 Managerial Accounting
ACC250 Intermediate Accounting I
ACC260 Intermediate Accounting II
ACC270 Intermediate Accounting III
ACC290 Cost Accounting
ACC350 Fund Accounting
ACC400 Auditing
ACC420 Advanced Accounting
ACC499 CAPSTONE: Accounting (Taken in the last or next to last quarter of the student's program)
BUS280 Business Ethics
TAX101 Principles of Taxation
TAX302 Federal Taxation

General Studies 58.5 credits / 13 courses

ENG110 English Composition
ENG200 Research and Writing
MAT100 College Algebra
MAT310 Descriptive Statistics
POL350 Contemporary International Problems
POL400 Geopolitics
SCI210 Environment and Health

Humanities: Choose four out of the following courses:

- HUM100 Introduction to the Humanities
- HUM110 Origin of Western Culture
- HUM200 Creative and Critical Thinking
- HUM230 World Literature
- HUM400 Philosophy and Religion
- HUM410 Ethics
- HUM420 Comparative Religion
- HUM430 Religion in America

Social Sciences: Choose two of the following courses:

- ANT200 Introduction to Anthropology
- PSY100 Introduction to Psychology
- SOC101 Introduction to Sociology

Electives 31.5 credits / 7 courses

Students choose seven of the following courses:

- ACC302 Accounting Information Systems
- ACC399 Cooperative Education in Accounting
- BUS120 Fundamentals of E-Business
- BUS130 Principles of Management
- BUS285 Project Management Principles
- BUS300 Organizational Behavior
- BUS320 Entrepreneurship
- BUS350 International Business
- BUS400 Current Topics in Business
- GIS481 Geospatial Analysis Modeling
- HCM350 Healthcare Management
- MKT360 E-Marketing
- MKT 410 International Marketing
- MAT300 Calculus

Course substitutions for the electives stated may be possible with approval of the program dean.

CPT Externship Extension (optional)

ACC399 – (1 – 6) CPT in Accounting Externship Extension (0 credits; may only be taken after ACC399)

Bachelor of Science in Business Administration (BSBA)

Program Description

The BSBA program consists of 40 classes for 180 quarter-credits. This program generally prepares individuals to provide, plan, organize, direct, and control the functions and processes of a firm or organization and includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing, organization and production, marketing, and business decision-making. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objective

The objective of the BSBA program is to prepare students for the dynamic, changing realities of the global business environment. Students will acquire or develop the technical and “soft” skills employers demand in today’s business workplace – government, business or non-profit organizations.

Professional Core: 31.5 credits / 7 courses

ACC100 Principles of Accounting I
BUS100 Introduction to Business
BUS110 Strategies for Professional Success
BUS220 Business Technologies
ECO100 Principles of Economics
LEG100 Business Law I
GIS480 Spatial Business Intelligence OR
HCM300 Intro to Health Informatics

General Studies 58.5 credits / 13 courses

ENG110 English Composition
ENG200 Research and Writing
MAT100 College Algebra
MAT310 Descriptive Statistics
POL350 Contemporary International Problems
POL400 Geopolitics
SCI210 Environment and Health

Humanities: Choose four out of the following courses:

HUM100 Introduction to the Humanities
HUM110 Origin of Western Culture
HUM200 Creative and Critical Thinking
HUM230 World Literature
HUM400 Philosophy and Religion
HUM410 Ethics
HUM420 Comparative Religion
HUM430 Religion in America

Social Sciences: Choose two of the following courses:

ANT200 Introduction to Anthropology
PSY100 Introduction to Psychology
SOC101 Introduction to Sociology

Major component 58.5 credits / 13 courses

BUS120 Fundamentals of E-Business
BUS130 Principles of Management
BUS280 Business Ethics
BUS285 Project Management Principles
BUS290 Human Resource Management
BUS300 Organizational Behavior

BUS320 Entrepreneurship
BUS350 International Business
BUS499 CAPSTONE: Business Administration (To be taken in the last or next two last quarter of the program)
FIN100 Introduction to Finance
FIN200 Financial Management
LEG200 Business Law II
MKT100 Principles of Marketing

Electives 31.5 credits / 7 courses

Students choose seven of the following courses:

ACC200 Principles of Accounting
ACC240 Managerial Accounting
ACC250 Intermediate Accounting I
ACC302 Accounting Information Systems
BUS399 Cooperative Education in Business Administration
BUS400 Current Topics in Business
GIS481 Geospatial Analysis Modeling
HCM350 Healthcare Management
MKT360 E-Marketing
MKT 410 International Marketing
MAT300 Calculus

Course substitutions for the electives stated may be possible with approval of the program dean.

CPT Externship Extension (optional)

BUS399 – (1 – 6) CPT in Business Administration Externship Extension (0 credits; may only be taken after BUS399)

Bachelor of Science in Computer Information Sciences (BSCIS)

Program Description

The BS in Computer Information Sciences consists of at least 40 classes for 180 quarter hours. This program focuses on the design of technological systems, including computing systems, as solutions to business and research data and communication support needs and includes instruction in the principles of computer hardware and software components, algorithms, databases, telecommunications, user tactics, application testing, and human interface design. *All students entering the program should take BUS110 during their first quarter of enrollment.*

Program Objectives

The BS in Computer Information Sciences focuses on information systems and the constantly changing technologies that drive them. The program is designed to accommodate the need for trained computer professionals.

Core I component 31.5 credits / 7 courses

ACC100 Principles of Accounting I
BUS100 Introduction to Business
BUS110 Strategies for Professional Success
CIS170 Computer Science Fundamentals
ECO100 Principles of Economics
LEG100 Business Law I
GIS480 Spatial Business Intelligence OR
HCM300 Intro to Health Informatics

Core II component 31.5 credits / 7 courses

CIS120 Intro to RDMS
CIS150 Intro to Networking
CIS200 Intro to UNIX Operating System
CIS220 Ethics of Info System
CIS310 Data Structures
CIS458 Business System Analysis and Design
CIS499 CAPSTONE: Computer Information Sciences (To be taken in last or next to last quarter of program)

CIS Electives 31.5 credits / 7 courses from the following list:

CIS210 Client/Server Technology
CIS285 C++ Programming
CIS300 Network Server Administration
CIS302 SQL Programming
CIS304 PL/SQL Programming
CIS306 PL/SQL Programming Units
CIS307 Object Oriented Programming I
CIS308 Object oriented Programming II
CIS320 Network Security Fundamentals
CIS404 Network Security Infrastructure Planning
CIS406 Network Infrastructure Planning
CIS420 Java Programming I
CIS421 Java Programming II
CIS455 Database Warehousing
CIS480 Web Design
CIS481 Artificial Intelligence
CIS482 Advanced Web Design
CIS484 Creating Web Database

General Studies 58.5 credits / 13 courses

ENG110 English Composition

ENG200 Research and Writing
MAT100 College Algebra
MAT310 Descriptive Statistics
POL350 Contemporary International Problems
POL400 Geopolitics
SCI210 Environment and Health

Humanities: Choose four out of the following courses:

HUM100 Introduction to the Humanities
HUM110 Origin of Western Culture
HUM200 Creative and Critical Thinking
HUM230 World Literature
HUM400 Philosophy and Religion
HUM410 Ethics
HUM420 Comparative Religion
HUM430 Religion in America

Social Sciences: Choose two of the following courses:

PSY100 Introduction to Psychology
SOC101 Introduction to Sociology
ANT200 Introduction to Anthropology

Electives 27 credits / 6 courses

Students choose six of the following courses:

CIS100 Analog Circuit Theory and Design
CIS105 Computer Office Applications
CIS110 Digital Circuit Theory and Logic Design
CIS111 Basic Hardware
CIS113 Basic Networking
CIS160 Introduction to Internetworking
CIS171 Computer Programming Logic
CIS175 Computer Hardware and Software Project
CIS481 Artificial Intelligence
CIS494 Linux Operating System
GIS481 Geospatial Analysis Modeling
HCM350 Healthcare Management
MKT360 E-Marketing
MKT 410 International Marketing
MAT300 Calculus

Course substitutions for the electives stated may be possible with approval of the program dean.

CPT Externship Extension (optional)

CIS399 – (1 – 6) CPT in CIS Externship Extension (0 credits; may only be taken after CIS399)

Undergraduate Course Descriptions

The ACCT course numbering system consists of three letters indicating the subject area, followed by three numbers indicating the course levels. Undergraduate courses begin with 100 through 499.

Note: No prerequisite course is required unless it is mentioned in the individual course descriptions.

Accounting

ACC100 Principles of Accounting I (4.5 quarter credit hours)

This course covers analysis and recording of business transactions including sales, cash disbursements, purchases, receivables, accounting techniques and cycles, billings, balance sheets, financial statements, and closing procedures.

ACC200 Principles of Accounting II (4.5 quarter credit hours)

Prerequisite: ACC100 or Department Approval

This course expands the student's knowledge of preparing balance sheets and financial statements. The student will prepare general ledger entries, prepare payroll, and gain an understanding of budget control.

ACC240 Managerial Accounting (4.5 quarter credit hours)

Prerequisite: ACC100 or Department Approval

Covers the basics of the creation, use, and interpretation of internal accounting data and information for managers. Emphasizes cost control and reporting, budgeting, profit planning, and projections used in decision making.

ACC250 Intermediate Accounting I (4.5 quarter credit hours)

Prerequisite: ACC200 or Department Approval

This course provides an in-depth study of accounting theory and a review of the accounting cycle. Concentrates on the preparation of financial statements, the valuation of cash and temporary investments, receivables, and accounting for inventories. Refers to pronouncements of the Financial Accounting Standards Board (FASB).

ACC260 Intermediate Accounting II (4.5 quarter credit hours)

Prerequisite: ACC250 or Department Approval

Topics covered in this course include accounting of inventories, property, plant, and equipment; intangible assets; current liabilities, non-current liabilities and contingencies; and stockholders' equity.

ACC270 Intermediate Accounting III (4.5 quarter credit hours)

Prerequisite: ACC260 or Department Approval

Topics covered include accounting for investments, revenue recognition, income taxes, pensions and postretirement benefits, and leases; accounting changes and error analysis; preparation of statements of cash flows; and full disclosure in financial reporting. The material refers to pronouncements of the Financial Accounting Standards Board and the American Institute of Certified Public Accountants.

ACC290 Cost Accounting I (4.5 quarter credit hours)

Prerequisite: ACC200 or Department Approval

This course covers accounting procedures relating to the process cost system, the estimated cost system, and the standard cost system. Students will develop competencies to examine accounting for all areas of the business enterprise: sales, production, commercial expenses, capital investments, and forecasting.

ACC302 Accounting Information Systems (4.5 quarter credit hours)

Prerequisite: ACC100 or Department Approval

This course prepares the student to understand and oversee computer-based tools to ensure that an organization has accurate and timely financial information to support business decision making. Students will receive experience with accounting software such as QuickBooks.

ACC350 Fund Accounting (4.5 quarter credit hours)

Prerequisite: ACC260 or Department Approval

This course analyzes accounting procedures peculiar to non-profit organizations and municipalities. It illustrates statements commonly prepared for each type of organization, fund, and account group. The course also encompasses GAAP standards and reporting requirements that pertain to non-profit organizations and GASB standards and reporting requirements that relate to government accounting.

ACC399 Cooperative Education in Accounting Externship (4.5 quarter credit hours)

Requires permission and authorization of the Dean of Accounting. This course requires a three-way partnership among student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience.

ACC399 (1-6) Cooperative Education in Accounting, Extension (0 credit hour)

This course is an extension of ACC399 and requires permission and authorization of the program dean. This course requires a three-way partnership between the student, the employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience

ACC400 Auditing (4.5 quarter credit hours)

Prerequisite: ACC260 or Department Approval

This course covers the theory of auditing, the review of financial statements of a legal entity, and the educational and moral qualifications for auditors, including the role of the auditor in the American economy. Gives emphasis to professional standards, professional ethics, and the legal liabilities of auditors. Focuses mainly on the internal controls of an organization, such as planning, collecting, designing, and summarizing evidence.

ACC420 Advanced Accounting (4.5 quarter credit hours)

Prerequisite: ACC260 or Department Approval

This course covers accounting for home, office, and business branches, business combinations, and consolidations. It provides continuation of preparation for the CPA examination, as well as various techniques for solving some of the more complex problems found in the business environment.

ACC499 CAPSTONE: Accounting (4.5 quarter credit hours)

(To be taken in last or next to last quarter).

This course is designed to prepare the student for either the Accredited Business Accountant (ABA) or the Certified Public Accountant (Part I, CPA) exam, according to student preference.

ANT200 Introduction to Anthropology (4.5 quarter credit hours)

This course provides an introduction to the field of anthropology, a field which integrates research on the cultural, biological, evolutionary, linguistic and historical aspects of humans. By analyzing the diversity of human cultural activities and forms, the field searches for foundational human traits and characteristics common to all societies, cultures, and languages.

Business

BUS100 Introduction to Business (4.5 quarter credit hours)

This course covers the fundamentals of business and management, including human relations, organizational structure, communications, marketing, production, quality assurance, and strategic planning.

BUS110 Strategies for Professional Success (4.5 quarter credit hours)

Either this course or COM100 is required of all entering undergraduate students at ACCT, and is normally taken during the first term of enrollment. The course reviews skills and techniques required for professional and academic success in American and international contexts. Course topics will include foundational elements of communication, including writing, speaking, research, and citation; aspects of intercultural communication; and ethical and behavioral expectations in professional and academic settings.

BUS120 Fundamentals of E-Business (4.5 quarter credit hours)

This course presents the basic technologies used to conduct e-business and the various forms of electronic business. Included are marketing models, processes for business-to-business and business-to-consumer transactions, designing online storefronts, payment options, security, privacy and the legal and ethical challenges of electronic business.

BUS130 Principles of Management (4.5 quarter credit hours)

This course presents management theory and the functions of planning, organizing, directing, staffing, and controlling. This course also focuses on the applications of management principles to realistic work-related situations.

BUS220 Business Technologies (4.5 quarter credit hours)

Contemporary business runs on word processing, spreadsheets, presentations, and project management. Advanced skill in these technologies is becoming minimum requirement at the entry-level. In this course students will develop skills in advanced MS Word™ including integrating tables, drawings, charts, production of professional documents, and document review; advanced MS Excel™ spreadsheet including pivot tables, functions, data organization and manipulation, and charts; advanced PowerPoint™ including slide show development and integration of multi-media; and introduction to MS Project™ and project management.

BUS280 Business Ethics (4.5 quarter credit hours)

This course analyzes basic principles of business ethics, moral reasoning and the capitalistic market economic system. Topics include a framework for moral reasoning, government regulation, ethics of bribery, price fixing, pollution, resource depletion, product safety, consumer protection as well as rights and duties of employees and corporations.

BUS285 Project Management Principles (4.5 quarter credit hours)

This course covers project management principles used to effectively plan, direct, and control project activities to achieve schedule, budget and performance objectives. Discussed the project life-cycle, organization and charters.

BUS290 Human Resource Management (4.5 quarter credit hours)

This course presents the major human resource management functions in organizations. Planning, recruitment, selection, training, development, compensation, performance appraisal, labor relations, employee relations, and the associated activities within. Emphasizes job analysis considerations, the supporting role of human resource management to strategic planning, and the major government legislation affecting human resource management.

BUS300 Organizational Behavior (4.5 quarter credit hours)

Prerequisite: BUS100 or Department Approval

This course presents the fundamental concepts of organizational behavior, such as motivation, business survival, informal groups, authority and leadership, communication, ethics and managing change.

BUS320 Entrepreneurship (4.5 quarter credit hours)

The course introduces students to the world of Entrepreneurs, and outlines the framework to launching your own business. It provides the basic principles of operating and managing a small business, and focusing on developing start-ups; issues of financing, buying, pricing, promoting, marketing and planning successful business operation from the beginning through the exit. The course actively involves students in the exploration of current business ideas, issues, problems and techniques associated with developing its own business and/or incorporating the Company while being a student and/or at the different stages of your career. It educates students on application strategic business decisions and conducting steps in designing personal enterprise through simulation models and role-games.

BUS350 International Business (4.5 quarter credit hours)

Prerequisite: BUS100 or Department Approval

This course covers the international business environment; examines strategic planning, multinational corporations, and management considerations for internal business operations. The course will help the student analyzes the major environment factors affecting international transaction as well as political, economic, technical, and cultural factors. Discusses and examines payment methods and financing considerations.

BUS399 Cooperative Education in Business Administration Externship (4.5 externship quarter credit hours)

Requires permission and authorization of the Dean of Business Administration. This course requires a three-way partnership among student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience.

BUS399 (1-6) Cooperative Education in Accounting, Extension (0 credit hour)

This course is an extension of BUS399 and requires permission and authorization of the program dean. This course requires a three-way partnership between the student, the employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience

BUS400 Current Topics in Business (4.5 quarter credit hours)

This course designed to investigate current topics or specialized areas in business.

BUS499 CAPSTONE: Business Administration (4.5 quarter credit hours)

(To be taken in last or next to last quarter).

This course is designed to assist the student in their research project in business. Discussion questions, exercises, and research cases will be assigned and reviewed from the research textbook.

Computer Information Sciences

CIS100 Analog Circuit Theory and Design (4.5 quarter credit hours)

This course introduces Computer Information Science undergraduate students to the basic concepts of analogue electronic circuits. The course enables students to understand the fundamental principles, techniques, functionality, and design of modern analogue electronic devices. Topics covered include components, quantities, and units, Voltage, current, resistance, Ohm's law, energy, power, magnetism and electromagnet, RC, RL, RLC circuits and semiconductor devices such as the silicon and germanium diodes, doping techniques which the implementation of transistors amplifiers, operational amplifiers, application of amplifiers, and oscillators.

CIS105 (4.5 quarter credit hours)

This course introduces the basic concepts of MS Word, Excel, and PowerPoint. Students will be able to prepare a spreadsheet, enter data, create charts, use formulas and functions, and create and enhance PowerPoint slide presentations using animations, designs, and transitions.

CIS110 Digital Circuit Theory and Logic Design (4.5 quarter credit hours)

Prerequisite: MAT100 or CIS100 or Department Approval

This course introduces computer information sciences undergraduate students to the fundamental concepts of computer science. The course gives students the principles and techniques for the design and logical functionality of modern electronics digital devices. Topics covered include Boolean algebra, logic simplification, combinational logic, functions of combinational logic, JK-Flip-Flops, D-flops, T-flip-flops and related devices, memories and programmable devices, System Interfacing, Introduction to Microprocessor-Based Systems, and Basic Operational Characteristics and Parameters.

CIS111 Basic Hardware (4.5 quarter credit hours)

This course provides the student with a basic understanding of computer hardware. Methods of configuring, diagnosing, and repairing computers will be discussed, along with foundational concepts of law and internet technologies.

CIS113 Basic Networking (4.5 quarter credit hours)

This course provides the student with foundational concepts of computer networking and network infrastructure support. Methods of configuring, diagnosing and troubleshooting networks will be discussed.

CIS120 Introduction to Relational Database Management Systems (RDMS) (4.5 quarter credit hours)

In this course students develop the fundamental technical skills needed for management of relational database management systems. Topics covered include database design, data updates, data warehouses, store procedures, data security, and data base management.

CIS150 Introduction to Networking (4.5 quarter credit hours)

This course introduces the student to basic concepts of computer networks, including topologies, protocols, software for LAN and WAN management, and network performance issues.

CIS160 Introduction to Internetworking (4.5 quarter credit hours)

Prerequisite: CIS150 or Department Approval

This course introduces students to the OSI model and other networking concepts. Topics include networking services that operate at Physical, Data link and the Network layers of the OSI model, LAN and internetworking cabling requirements, IP addressing and sub-netting, collision, LANs, WANs, and TCP/IP. The course covers router setup, configuring router interfaces, and the basics of network management.

CIS170 Computer Science Fundamentals (4.5 quarter credit hours)

This course is an introduction to the field of computer science; topics include an overview of computer science system hardware and organization, algorithms, operating systems, networking and internet protocols, programming languages, software engineering, object oriented programming, database systems, artificial intelligence, and the theory of computation.

CIS171 Computer Programming Logic (4.5 quarter credit hours)

This course introduces fundamentals programming concepts, and methods of program design. The course covers proper documentation techniques, sequence, selection, iteration, modules, arrays, pseudo-code writing, and flowchart drawing.

CIS175 Computer Hardware and Software Project (4.5 quarter credit hours)

Prerequisite: CIS170 or Department Approval

This is a hands-on course designed to develop a thorough understanding of computer design, construction, and operation. Topics include basic instruments and tools, maintenance methods and procedures, installation and configuration of all current Windows operating systems (Win XP, Vista, Window 7, etc.), and general software installation, virus removal procedures and basic trouble shooting components, data communication and networking, internet technology, TCP/IP implementation on networks, and network security and firewalls.

CIS200 Introduction to UNIX Operating System (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS170 or Department Approval

Students develop the knowledge and skills required to implement the UNIX operating system. Topics include UNIX commands such as scripts, menus, pipes, and variables. Operating system topics include email, online help, editors, and file and directory techniques.

CIS210 Client Server Technology (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS105 or CIS150 or Department Approval

Students will develop skills necessary to install, configure and troubleshoot client/server technology. Topics include resource administration, hardware devices and drivers, the desktop environment, and network protocols. Topics also include managing and monitoring server performance.

CIS220 Ethics of Info Technology (4.5 quarter credit hours)

There are many ethical problems related to information technology, including privacy and computer viruses in society. This course gives examples of problems and discusses their solutions.

CIS285 C++ Programming (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS170 or Department Approval

Students will develop the technical skills to design solutions and code applications using the logic and syntax of programming in C++. Topics include the basics of the C++ language, control structures, functions, and arrays, use of strings and structures, and solution designs.

CIS300 Network Server Administration (4.5 quarter credit hours)

Prerequisite: CIS210 or Department Approval

Students develop the technical skills to administer a server-centric network infrastructure. Topics covered include the Domain Name System (DNS), remote access, network protocols, IP routing, and trouble shooting.

CIS302 SQL Programming (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS120 or Department Approval

Students will develop the technical skills to design and query databases using the Structured Query Language (SQL). Topics include creating tables, use of DML and DDL, and defining transactions.

CIS304 PL/SQL Programming (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS302 or Department Approval

Students develop competencies in concepts, design, and components of the PL/SQL Programming Language. Students will create records, types, defining transactions, and learn the basics of SQL in PL/SQL data types.

CIS306 PL/SQL Programming Units (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS304 or Department Approval

Students will write code, create forms and reports, and develop program procedures and database triggers. Students will develop skills to manage program units and database triggers, as well as database dependencies.

CIS307 Object Oriented Programming I (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS285 C++ or Department Approval

This course covers the C++ programming language and object oriented extensions in C++, encapsulation, data hiding, polymorphism and inheritance.

CIS308 Object Oriented Programming II

Prerequisite: CIS307 (4.5 quarter credit hours)

This course develops competencies in designing and implementing C++ programs. Topics include object oriented concepts, classes, inheritance, data structures, error handling, templates, and file processing.

CIS310 Data Structures (4.5 quarter credit hours)

The course is an introduction to data structures. Students will study the classes and methods used to store and manipulate data.

CIS320 Network Security Fundamentals (4.5 quarter credit hours)

Prerequisite: CIS150 or Department Approval

Students develop skills commensurate with an entry-level IT information security position, including network security practices.

CIS399 Cooperative Education in Information Sciences Externship (4.5 quarter credit hours)

Requires permission and authorization of the Dean of CIS. This course requires a three-way partnership between the student, the employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience.

CIS399 (I-6) Cooperative Education in Information Sciences Externship, Extension (0 credit hour)

This course is an extension of CIS399 and requires permission and authorization of the Dean of CIS. This course requires a three-way partnership between the student, the employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience

CIS404 Network Security Infrastructure Planning (4.5 quarter credit hours)

Prerequisite: CIS300 or Department Approval

Students will develop the skills to develop an integrated security design in a server-centric environment. Topics include authentication and encryption.

CIS406 Network Infrastructure Design (4.5 quarter credit hours)

Prerequisite: CIS300 or Department Approval

Students develop the technical skills to design a peer-to-peer network or a server-centric network. Topics covered include network topology, routing, IP addressing, name resolution, and remote access solutions.

CIS420 Java Programming I (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS285 or Department Approval

This program is an introduction to Internet Programming. Topics include control structures, methods, arrays, strings, and object-based programming.

CIS421 Java Programming II (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Prerequisite: CIS420 or Department Approval

Students develop skills in advanced features of programming the Internet. Topics include graphics, interface exception handling, multi-threading, files, and networking and data structures.

CIS440 Computer Architecture (4.5 quarter credit hours)

This course surveys architectures and organization strategies found in modern computing systems including; CPU design, instruction sets, memory hierarchy, pipelined machines, and multiprocessors. The emphasis is on the major component subsystems of high performance computers, including pipelining, instruction level parallelism, thread-level parallelism, memory hierarchies, input/output, and network-oriented interconnections. The course introduces techniques and tools for quantitative analysis, evaluation, and implementation of modern computing systems and their components.

CIS455 Database Warehousing

Prerequisite: CIS402 or Department Approval

This course covers database design and methods to administer and build a data warehouse. Topics include running parallel operations, how to extract, transform, and load operations, and how to troubleshoot and resolve common performance problems.

CIS458 Business System Analysis and Design (4.5 quarter credit hours)

This course will emphasize the analysis of business problem in an organization and the subsequent design of computer systems to meet the organization's needs. Students will study the stages of system development, including problem definition, consideration of alternative solutions, selection, implementation, control, and management of the system. A special emphasis is placed the role of end-users in this process.

CIS480 Web Design (4.5 quarter credit hours)

Lecture 40 hours, Laboratory 10 hours

Students will learn advanced web design and development principles. The course will focus on the theory and practice of using web design software applications in the creation of effective multi-page interface design. Students will explore web design concepts, including project planning, layout, usability, information design, site structure, site management and graphic design in the context of the web.

CIS481 Artificial Intelligence (4.5 quarter credit hours)

This course provides overview of the main thrust in artificial intelligence, starting with the historically symbolic logic-based approaches to knowledge representation, planning, reasoning and learning, leading into more recent directions of statistics-based probabilistic approaches (such as Bayesian approaches, belief nets, probabilistic reasoning, etc.). The course also touches on more recent developments in natural language processing, visual processing, robotics, machine learning, and philosophical foundations. This course covers search, constraint satisfaction, knowledge representation, probabilistic model, machine learning, neural networks, vision, robotics, and natural understanding.

CIS482 Advanced Web Design (4.5 quarter credit hours)

Prerequisite: CIS480 or Department Approval

This is an advanced hands-on course to further develop technical skills to design, program, maintain, administer and trouble shoot dynamic websites, web servers and web based database systems.

CIS484 Creating Web Databases (4.5 quarter credit hours)

Prerequisite: CIS480 or Department Approval

Students develop the technical skills to design web databases. Topics include case studies of database designs, concepts of Web database systems including scalability and reliability and interface of relational database structures and various Internet technologies.

CIS494 LINUX Operating System (4.5 quarter credit hours)

Prerequisite: CIS200 or Department Approval

This course covers advanced concepts in operating system design and recent research directions. It includes resource management for parallel and distributed systems, interaction between operating system design and computer architectures. Other topics include: process management, virtual memory, inter-process communication, context switching, parallel and distributed file system designs, persistent objects, process and data migration, load balancing, security, protection.

CIS499 CAPSTONE: Computer Information Sciences (4.5 quarter credit hours)

(To be taken in last or next to last quarter).

Students will complete a project specific to their area of concentration which demonstrates comprehensive knowledge of the learning outcomes in the course of study. The first phase of the project includes identification of a topic and completion of the preliminary work. A report must be submitted at the end of the quarter detailing the problem description, proposed solution approach and a list of deliverables.

Economics

ECO100 Principles of Economics Principles of Economics (4.5 quarter credit hours)

This course examines supply and demand, market demand and elasticity, cost theory, market structures, pricing theory, and consumer behavior. Regulation, antitrust policy, and income distribution are also discussed.

English

ENG098 IELTS Preparation (0.0 Credits)

This course will prepare the student to take and pass the IELTS examination. Student will take sample tests and review different test strategies and methods.

ENG099 TOEFL Preparation (0.0 Credits)

This course will prepare the student to take and pass the TOEFL examination. Student will take sample tests and review different test strategies and methods.

ENG100 Vocabulary and Reading Comprehension (4.5 quarter credits hours)

Placement by examination.

This course focuses on reading comprehension, pronunciation, vocabulary development and spelling.

ENG110 English Composition (4.5 quarter credit hours)

This course develops grammar, sentence structure, punctuation skills, and style points required for effective written communication. Students use a standard handbook and apply proofreading skills to all types of written communications. The student is guided in learning writing as a process: understanding audience and purpose, exploring ideas and information, composing, revising, and editing.

ENG200 Research and Writing (4.5 quarter credit hours)

Prerequisite: ENG110 or Department Approval

This course examines and implements the principles of argumentation. An argumentative paper is researched and developed based on the concept of writing as a process. The course focuses on the logical organization of ideas patterned on established structures of argument. The course reinforces the importance of the research process and critical evaluation of sources. Acknowledging the intellectual proper documentation of sources is stressed.

Finance

FIN100 Introduction to Finance (4.5 quarter credit hours)

This course introduces students to topics such as financial statement analysis, capital budgeting analysis, working capital (accounts receivable, inventory, and cash) management, capital structure and cost of capital, and interest rate determination methods. This course also presents a general view of the financial system, including the financial market system, financial institutions, the firm's objective in the business environment, and the history of financial management.

FIN200 Financial Management (4.5 quarter credit hours)

Prerequisite: FIN100 or Department Approval

This course teaches the concepts and skills of financial planning within a business. Concepts covered include how to use financial statements and how to plan appropriate action. Specific topics are preparing budgets, analyze investment options, and assess risk and return of financing business endeavors.

Geographic Information Systems

GIS480 Spatial Business Intelligence & GIS (4.5 quarter credit hours)

The course introduces students to the application of GIS technology to Global Studies including business and management, emphasizing the concepts and theories of Geospatial analysis, location intelligence and information systems applied to business and management. Utilizing Remote Sensing, GPS and GIS software: ArcGIS modules and extensions, students become familiar with innovative Geospatial Technology. Such GIS Technology is required today within any industry, by most of the employees in different fields from health to environment, business and transportation, agriculture and government nationally and internationally

GIS481 Geospatial Analysis Modeling (4.5 quarter credit hours)

Prerequisite: GIS480 or Department Approval

A course introduces students to enhanced application of Geospatial Technology and Business Intelligence (BI) programs to government, business and management issues. It explores existing and potential capabilities of cutting-edge technology in conducting Geospatial business analysis, designing simulations and 3-D modeling, enhancing visualization.

Students will get in-depth knowledge of innovative ways to do the analysis and modeling in two and three-dimensional Geospatial environment. Geospatial technology will provide the students innovative technological "edge" to gain important competitive advantage to get employment within any agency in the 21-st century.

Health Care

HCM300 Introduction to Health Informatics (4.5 quarter credit hours)

This course introduces students to foundational concepts in the field of health informatics, or the ways in which information systems are used to assist in the delivery of healthcare. Topics covered will include health records management, patient monitoring technologies, privacy and security issues, and expected future challenges and opportunities for the field.

HCM350 Healthcare Management (4.5 credit hours)

Healthcare management includes advancing one's critical thinking skills to understand the framework of addressing problems in healthcare organization. By the end of the course, the student will be exposed to management ideas, theories, and applications to increase success in leadership in the progressive healthcare system today. The student will understand the importance of healthcare management techniques and styles, the importance of applying healthcare information technology with healthcare professionals.

Humanities

HUM100 Introduction to the Humanities (4.5 quarter credit hours)

This course introduces students to the humanities through surveying religious, cultural, and aesthetic practices from a variety of regions, contexts, and time periods.

HUM110 Origins of Western Culture (4.5 quarter credit hours)

This course covers the study of civilizations and cultures such as ancient Egypt, Crete, Greece, and Rome which have given root to Western culture. Analyzes the artistic, intellectual, religious, political, and socioeconomic aspects of each culture and traces their development in western civilization.

HUM200 Creative and Critical Thinking (4.5 quarter credit hours)

This course explores the way arguments are constructed. Students are provided with a survey of methods of reasoning, including inductive and deductive reasoning, formal and informal logic, and rhetorical and linguistic persuasion. The scientific method will also be discussed.

HUM230 World Literature (4.5 quarter credit hours)

This course provides the student with a survey of Western and non-Western literary expression. Topics will include analysis of genre, cultural perspective, and literary voice.

HUM260 Latin and Vocabulary Development (4.5 quarter credit hours)

This course provides a solid foundation and understanding of the roots of many English words, and American traditions through an introduction of the Latin language. The course includes basic Latin and English grammar, development of reading skills, and will accentuate vocabulary building through Latin etymology and derivatives.

HUM400 Philosophy and Religion (4.5 quarter credit hours)

This course offers an integrative approach to philosophical and religious world views in relation to such questions as the origin of all things, the limits of knowledge, and the role and responsibilities of the individual. Also examines the philosophical and religious views of the great thinkers throughout history.

HUM410 Ethics (4.5 quarter credit hours)

This course covers the application of ethics to everyday life. Examines classical and contemporary writings concerning such matters as courage, pride, compassion, honor, self-respect; and the negative sides of this behavior, such as hypocrisy, self-deception, jealousy, and narcissism. Studies authors such as Plato, Aristotle, St. Augustine, Kant, Nietzsche, Dostoyevsky, Melville, Singer, MacIntyre, and Lasch.

HUM420 Comparative Religion (4.5 quarter credit hours)

This course presents a foundational, historical, conceptual, and cultural analysis of major world religions. Constructively studies, analyzes, investigates, and examines such religions as indigenous faiths, Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and modern new religious movements.

HUM430 Religion in America (4.5 quarter credit hours)

Introduces students to a variety of major themes, figures, and trends within American religion. Social and cultural contexts will be considered, as well as case studies of selected religious groups.

Legal

LEG100 Business Law I (4.5 quarter credit hours)

This course is an introduction to Business Law and the American Legal system in the context of the history of the U.S. government, its constitution, our business entities and practices, and the development of commercial law in the Anglo-American tradition. It highlights the law of contracts, sales, commercial transactions and corporations.

LEG200 Business Law II (4.5 quarter credit hours)

Prerequisite: LEG100 or Department Approval

This course will examine concepts such as further types of business organization, commercial paper, sales of goods, debtor/creditor relations, and property transactions.

Marketing

MKT100 Principles of Marketing (4.5 quarter credit hours)

This course introduces the student to effective methods for marketing products and services. Direct mail, print time and other advertising techniques are discussed. Problem solving relative to customer relations is addressed. Consumer profiled, organizational personalities, and demo-graphics are presented as components of market research and analysis.

MKT360 E-Marketing (4.5 quarter credit hours)

This course covers development and practices of effective Web based global marketing strategies, including use of e-mail. Covers Internet regulatory issues and attracting and managing Website traffic.

MKT410 International Marketing (4.5 quarter credit hours)

Provides an overview of successful and unsuccessful practices of marketing worldwide. Covers the different challenges involved in global marketing including a review of cultural and economic differences that affect advertising and pricing, including characteristics of customers that affect marketing operations.

Mathematics

MAT100 College Algebra (4.5 quarter credit hours)

This course covers a variety of algebraic concepts, including rational expressions, radicals and exponents, quadratic equations, systems of equations, and the graphing of linear functions.

MAT300 Calculus (4.5 quarter credit hours)

Prerequisite: MAT200 or Department Approval

This course introduces the fundamental concepts of calculus. Includes geometric interpretation of the derivative and integral, techniques of differentiation, the first and second derivative test, curve, sketching the fundamental theorem of calculus, techniques of integration, and the area between curves.

MAT310 Descriptive Statistics (4.5 quarter credit hours)

Prerequisite: MAT100 or Department Approval

Concentrate on the art of describing and summarizing data. Includes the topics of experimental design, measures of central tendency, correlation and regression, and probability and chance variability. Demonstrates statistical applications to a wide variety of subjects, such as the social sciences, economics, and business.

Political Science

POL350 Contemporary International Problems (4.5 quarter credit hours)

This course analyzes the origins and recent developments of major international problems in the Middle East, Central America, Southern Africa, and their multi-dimensional impact on world events.

POL400 Geopolitics (4.5 quarter credit hours)

Explores the relationship of geography and natural resources with political and economic forces globally. The course covers contemporary politico-economic issues and sources of global conflict.

Psychology

PSY100 Introduction to Psychology (4.5 quarter credit hours)

This course introduces Psychology as human and specific endeavor. The course covers concepts and methods in learning, motivation, development, personality, and social behavior.

Science

SCI210 - Environment and Health (4.5 quarter credit hours)

This course provides an introduction to foundational concepts of environmental science, including concepts such as ecosystems, nutrient cycling, pollution and pollution control, conservation, and resource management. The role of human impact on the environment will also be considered, as well as contemporary environmental controversies and management.

Sociology

SOCI101 Introduction to Sociology (4.5 quarter credit hours)

This course introduces the fundamental theories and practices in various sociological settings. Basic concepts and terms of socialization topics such as how the group dynamics and gender roles of the past may affect the future societal change in family and business systems.

Taxation

TAX101 Principles of Taxation (4.5 quarter credit hours)

Prerequisites: ACC100 or Department Approval

This course develops competencies necessary to evaluate business transactions. Fundamental tax concepts are applied to a variety of business, investment, employment, and personal transactions. Topics include business formation, capital expenditures, employee and executive compensation, international and multi-state operations and disclosure.

TAX302 Federal Taxation (4.5 quarter credit hours)

Prerequisites: ACC100 or Department Approval

This course includes a comprehensive study of the federal income tax structure and the practical application of income tax accounting to specific problems as related to individuals and proprietorships. Topics include the general filing status, excludable income, and analysis of categories of itemized and other deductions, tax treatment of sales, depreciation methods and recapture provisions. Introduces the alternative minimum tax on individuals, the earned income credit, child care credit, and credit for the elderly.

Graduate Programs

Scope

This section applies to master's degree programs.

Graduate Program Admissions Requirements

To be admitted to a master's program, an applicant must complete the following requirements:

- Complete and sign an ACCT application form and an enrollment agreement.
- Submit a non-refundable applicable fee (electronic payment, check, or money order payable to "The American College of Commerce & Technology") in U.S. currency.
- Present evidence of a bachelor's degree from a state recognized or an accredited institution recognized by the U.S. Department of Education or the equivalent from a foreign college or university. Official transcripts of all undergraduate and graduate work is required. An ACCT staff screens all foreign transcripts utilizing the American Association of Collegiate Registrars and Admissions Officers ("AACRAO") AACRAO EDGE Database.
- Submit official transcripts of all undergraduate and graduate work completed.
- International students have additional admissions requirement as listed in the International Student Admission and Registration Sections.

Students who have not completed the equivalent of a Bachelor's degree in a closely related field may be required to complete prerequisite courses to assure readiness for the graduate program.

Admission Acceptance

Prospective students will receive an acceptance notice via email and/or letter after all the admission requirements are met.

Full-time Status

Full-time status for a graduate student is considered to be two or more classes per quarter.

Academic Requirements

All students admitted to ACCT as graduate students are required to take an internet-based language development module in their first term of enrollment.

Class Hours and Units of Credit

ACCT operates on a four-quarter per calendar year system, with day, afternoon, evening, weekend and online classes. Most classes earn 4.5 quarter hour credits for each class completed. Curricular Practical Training Externship Extension courses (590, 1-6) earn 1 credit.

Elective courses may be matched to core or required classes with the permission from the academic dean on a case-by-case basis.

Degree and Graduation Requirements

Graduate students must maintain a cumulative GPA of at least 3.0, complete all required courses in the program, and have at least 54 quarter hours of credit for a master's degree. At least 8 courses must be taken in residence.

English 050

All students admitted to ACCT as graduate students are expected to satisfactorily complete an internet-based language development module, English 050, normally during their first term of enrollment.

Transfer Credit

Transfer credit from other institutions must be comparable in content to those offered at the American College of Commerce & Technology. Credits earned in a country other than the U.S. must be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES). ACCT can accept no more than 20% transfer credits.

To receive credit from previous College or University coursework, submit official transcripts to the admission office. Each transfer course is evaluated separately. The evaluation includes a review of the description, credits, and grade of each course. Undergraduate transfer grades must be C or better. All transfer credit accepted by ACCT is recorded on the student transcript with the designation "TC" but the credits will not affect the student's grade point average; however, they do count as credits attempted for the purpose of satisfactory academic progress.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at ACCT is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in your program is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ACCT to determine if your credits will transfer.

ACCT does not currently have an articulation or transfer agreement with any other college or university.

Graduate Satisfactory Academic Progress (SAP)

The following requirements apply to all students enrolled in any of the College’s graduate programs of study. Students must meet the following qualitative and quantitative standards in order to maintain SAP: (1) complete all program course requirements within the permitted maximum timeframe (MTF) based on credits attempted; (2) maintain a minimum rate of progress toward program completion (MCP) at specified evaluation points; and (3) achieve a minimum satisfactory cumulative grade point average (CGPA) at specified evaluation points. A student who fails to meet any one of these three criteria does not meet SAP.

Maximum Time Frame (MTF)

ACCT students must complete their program of study within a maximum time frame of 150% of normal program length, measured in terms of the quarter credit hours attempted (not the period of enrollment). Within this SAP policy, a “credit” is defined as a quarter credit hour, and an “attempted” credit is defined as one for which a student attended the first day of classes has incurred a financial obligation. This MTF also serves as the foundation for establishing the SAP evaluation points. The normal program length and MTF for graduate programs of study are presented in the table below

<i>Program Degree Level</i>	<i>Normal Program Length</i>	<i>Maximum Timeframe</i>
Master’s Degree Programs	54 credits	81 credits

Minimum Completion Percentage (MCP) and Cumulative Grade Point Average (CGPA)

Students are evaluated starting after 18 credits attempted.

To meet ACCT’s MCP and CGPA requirements, students must maintain the specified MCPs and CGPAs at the evaluation points identified in the chart below.

<i>Evaluation Points</i>	<i>Minimum Completion Percentage of Credits Attempted</i>	<i>Minimum CGPA Graduate Programs</i>
At the end of each academic year or at the end of each quarter.	67%	3.00

In order to graduate from any master’s degree program, a student must achieve a CGPA of 3.0 or higher in addition to meeting all other SAP and program requirements.

SAP Calculations

Non-letter grades are included or excluded in ACCT's calculation of a student's SAP as defined in the table below.

<i>Types</i>	<i>Maximum Timeframe Credits Attempted Allowed (MTF)</i>	<i>Minimum Completion Percentage of Credits Attempted (MCP)</i>	<i>Minimum CGPA Calculation</i>
Transfer	Include	Include	Exclude
Advanced Standing	Include	Include	Exclude
Withdrawal or Incomplete	Include	Include	Exclude
Repeat	Include	Include	Include (Most Recent Grade)
Non-Credit or Remedial	Exclude	Exclude	Exclude

In addition, if a student changes his or her program of study, student's normal program length will be recalculated based on the credits required complete new program of study.

Impact of SAP on Academic Standing

Academic Probation

A student who fails to meet the minimum SAP requirements as outlined in this policy will be placed on academic probation status for the quarter immediately following the end of the term in which SAP is not met. The statement "Placed on Academic Probation" will be entered on the student's transcript, and the student will receive a notice in writing explaining the status and offering an opportunity for counseling and assistance, if needed.

Academic Dismissal

At the end of the probationary quarter, if the student still does not meet ACCT's minimum SAP standards, he or she will be academically dismissed. The statement "Academic Dismissal" will be entered on the student's transcript. The student will be notified in writing of his status and provided an explanation of the status and the opportunity for appeal. This notice of dismissal will be retained in the student's file. If the student does not successfully appeal the academic dismissal, the statement "Academic Dismissal" will remain on the student's transcript.

Appeal of Academic Dismissal

A student may appeal a dismissal by submitting a written request to the Chief Academic Officer within ten business days after notification has been issued. An appeal must be based on significant mitigating circumstances that seriously impacted the student's academic performance. Mitigating circumstances may include serious illness, accident or injury to the student, death of a family member or other significant person in the student's life, or other special circumstances. The student must submit with the appeal written an explanation of the reason(s) why he or she failed to meet SAP, an explanation of what has changed that will allow the student to meet SAP in the next term, and any supporting documentation relevant to these explanations. If the appeal is granted, the student will be placed on academic probation status for the next quarter. If the appeal is not granted, the student will be academically dismissed, and "Academic Dismissal" will be entered on the student's transcript.

Extended Enrollment Status

A student who does not meet SAP for two consecutive quarters will be dismissed unless the student applies for and receives extended enrollment status for a maximum of one quarter in which to attempt to regain good academic standing. An Appeals Committee approves or denies requests for extended enrollment status. A request for a hearing by the Appeals Committee must be filed with the ACCT Chief Academic Officer by the student within 10 days of being dismissed. In extended enrollment status, the student is not eligible for any institutional financial aid, must retake classes previously failed (if offered), and meet specific terms and conditions agreed upon in writing by the student and the Appeals Committee. Extended enrollment status will be indicated on student's transcript. The extended enrollment status must be completed within the MTF for the student's program of study, and all credits attempted during the extended enrollment period count toward the MTF.

Readmission after Academic Dismissal

An individual who has been academically dismissed from ACCT, and who wishes to continue in the same program of study, may petition in writing to be readmitted after a period of one quarter. The petition must describe the changes in behavior or circumstance that will result in improved academic performance and must be submitted to the Appeals Committee prior to the beginning of the quarter in which the student seeks to enroll. The Appeals Committee will determine if the student has demonstrated likelihood for future success in the program of study. If the petition is accepted, the student will be placed on academic probation for one quarter, during which the student is not eligible for any institutional aid. If the student does not achieve SAP by the end of this probationary quarter, the student will be academically dismissed and will not be eligible for readmission.

Alternatively, a student may choose to reenroll in a different program of study. Doing this requires approval by the dean of the new program of study, who may also choose to allow the student to continue in enrollment at the College without a one-quarter delay. The student must then follow the program requirements for the catalog in effect at the time of reenrollment into the new program. Applicable credits attempted and grades earned in the prior program may be transferred to the new program of study, up to a maximum of six courses, and considered as part of a recalculated SAP. Students are limited to one such program change following academic dismissal.

Additional Credentials

A student obtaining more than one degree must complete each degree with all the qualitative and quantitative standards of the SAP policy. Each degree must be completed within 150% of the normal period to complete the degree program. Also, the minimum completion percentage of credits attempted standard has to be met, but the CGPA of any prior program is not applied to the new SAP calculation.

Academic Standing for Veterans

Any change in the status of a student receiving veterans benefits, whether that be a change of curriculum, change in course load, withdrawal, suspension, dismissal or other type of changes must be reported to the Department of Veterans Affairs not later than 30 calendar days after the process has been officially completed at the ACCT. Veterans who do not make satisfactory progress toward completion of their program must be reported to the Department of Veterans Affairs for action.

Graduate Program Descriptions

Master of Science in Accounting (MSAC)

Program Description

The Master of Science in Accounting degree program consists of 12 classes for 54 quarter hour credits. This program prepares individuals to practice the profession of accounting and to perform related business functions. It includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, auditing, reporting procedures, statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, and accounting applications to for-profit, public and on-profit organizations.

Program Objective

The objective of the MS in Accounting program is to equip persons seeking to advance in their careers as professional accountants in industry, government, and non-profit organizations with the specialized knowledge and skills demanded of the profession in this dynamic and changing era in business.

Applicants without an undergraduate degree in Accounting or equivalence will be required to complete the following courses with a grade C or better: ACC100 Principles of Accounting I; ACC200 Principles of Accounting II; ECO100 Principles of Economics; and LEG100 Business Law.

Core component 18 credits / 4 courses

ACC500 Financial Accounting
BUS530 Business Technology and Research
ECO500 Managerial Economics and Finance
LEG500 Commercial Law

Major component 27 credits / 6 courses

ACC504 Advanced Auditing
ACC562 Advanced Managerial Accounting
ACC563 Advanced Accounting Theory
ACC590 *Curricular Practical Training Externship
ACC599 CAPSTONE: Accounting (To be taken in last or next to last quarter).
TAX580 Advanced Federal Taxation

** ACC590 is selected in consultation with the Program Director*

Electives Component 9 credits / 2 courses (select two courses from the following)

- ACC502 Accounting Information System
- ACC555 Systems Auditing
- ACC570 Forensic Accounting
- ACC575 International Accounting System
- FIN500 Advanced Financial Management
- TAX581 Advanced Business Taxation
- TAX585 International Taxation

In addition, a different course may be selected with approval of the program dean.

CPT Externship Extension (optional)

ACC590 – (1–6) CPT in Accounting Externship Extension (0 credits; may only be taken after ACC590)

Master of Business Administration (MBA)

Program Description

The MBA program consists of 12 courses (54 quarter hour credits). The MBA program prepares individuals to organize and direct the functions & processes of an organization and includes instruction in business/management theory, leadership and behavior, accounting and finance, quantitative methods, competitive strategy, production, marketing and business decision-making.

Program Objective

The MBA degree program is designed for working adult students who wish to advance in their business career or expand their capabilities. The curriculum prepares students for the emerging knowledge economy by emphasizing the fundamental state-of-the-art technical and “soft” business skills in demand in today’s rapidly changing workplace and job demands.

Applicants without an undergraduate degree in Business Administration or equivalence will be required to complete the following courses with a grade C or better: ECO100 Principles of Economics; FIN100 Introduction to Finance MAT310 Descriptive Statistics; and ACC100: Principles of Accounting.

Core component: 13.5 credits / 3 courses

ACC500 Financial Accounting
BUS530 Business Technology & Research
CIS500 Management of Information Systems; OR
GIS580: Geospatial Business Intelligence

Major Component: 27 credits / 6 courses

BUS520 Leadership and Org. Behavior
BUS599 CAPSTONE: Business Administration (To be taken in last or next to last quarter)
BUS590 *Curricular Practical Training Externship
ECO500 Managerial Economics and Finance
MGT550 Project Management
MKT501 Marketing Management

** BUS590 is selected in consultation with the program dean*

Concentration component 13.5 credits / 3 courses from the following:

Accounting:

ACC 502 Accounting Information Systems
ACC 504 Advanced Auditing
ACC 562 Advanced Managerial Accounting
ACC 563 Advanced Accounting Theory
ACC 575 International Accounting Systems
TAX 580 Advanced Federal Taxation

Marketing Management:

BUS507 Marketing Analytics
BUS515 Operations Management
BUS558 Entrepreneurship and Small Bus. Man-t
MKT535 Marketing & E-Marketing Management
MKT545 International Marketing

Health Care Management:

HCM 560 Health Services System
HCM 576 Health Care Quality Management
HCM 580 Economics of Health Care Management

Project Management:

MGT 551 Agile & Lean Project Management
MGT 553 Program & Portfolio Management
MGT 580 Risk, Quality & Communication Management

Human Resources Management:

BUS 565 Human Resource Development
BUS 570 Adv. Labor Relations & Collective Bargaining
BUS 575 Reward Systems

Geospatial Business Intelligence:

GIS580 Geospatial Business Intelligence
GIS581 Geospatial Business Analysis and Modeling
GIS585 Geospatial Application in Business & Management

Business Analytics:

BUS505 Business Analytics for Competitive Advantage
BUS507 Marketing Analytics
BUS597 Statistical Analytics of Business Problems

No Specialization:

Choose any three courses from Concentrations above or General Electives below

General Electives:

BUS500 Business Communication
BUS510 Strategic Resolution Methods
BUS525 Risk Analysis and Risk Management
BUS531 Business Analysis I
BUS532 Business Analysis II
BUS 557 Strategic Management and Competitive Advantage
BUS 585 Supply Chain Management
BUS592 Business Analysis
LEG500 Commercial Law

In addition, a different course may be selected with approval of the program dean.

CPT Externship Extension (optional)

BUS590 – (1–6) CPT in Business Administration Externship Extension (0 credits; may only be taken after BUS590)

Master of Science in Computer Information Sciences (MSCIS)

Program Description

The MSCIS program consists of 12 courses (54 quarter hour credits).

Program Objective

The goal of the Master of Science in Computer Information Sciences program is to develop technical computing skills in our students. Graduates will be able to identify and address technical problems as they relate to all aspects of computer Science, and will be able articulate their approach and findings to other professionals in both written and oral forms. The program emphasizes strong technical skill and help students develop and demonstrate their ability to communicate effectively in both written and oral formats.

Applicants without an undergraduate degree in CIS or equivalence will be required to complete the following courses with a grade C or better: CIS150 Introduction to Networking; CIS170 Computer Science Fundamentals; and CIS285 Introduction to Programming.

Core Component 13.5 Credits / 3 Courses

ACC500 Financial Accounting

BUS530 Business Technology and Research

CIS500 Management of Information Science

Major Component 27 Credits / 6 Courses

CIS510 Data Base Design

CIS555 Object Oriented Analysis and Design

CIS557 Decision Making Under Uncertainty

CIS570 E-Business Tech. and Management

CIS590 *Curricular Practical Training Externship in Computer Information Sciences

CIS599 CAPSTONE: Computer Information Science (To be taken in last or next to last quarter).

**CIS590 course is elected in consultation with the program director.*

Electives/Concentration Component 13.5 credits / 3 courses

Software Engineering

CIS530 Computer systems Architecture

CIS580 Software Engineering Development

CIS582 Current Issues in Software Eng.

Computer Networking

CIS552 Info and Comm. Technology

CIS554 Fixed Hybrid and Wireless Net

CIS556 Data Networking

Cyber Security

CIS549 Cloud Computing Environments

CIS591 Security in Computing

CIS594 Advanced Network Security

Systems Development

CIS531 Statistics for IT Managers

CIS540 Enterprise Architecture

CIS589 Business Process Modeling

Telecommunications

CIS522 Internet Protocols
CIS546 Digital Communication
CIS548 Wireless Communication

Project management

Choose three from the following:

MGT550 Project Management
MGT551 Agile and Lean Project Management
MGT553 Program & Portfolio Management

Geospatial Business Intelligence

GIS580 Geospatial Business Intelligence
GIS581 Geospatial Business Analysis and Modeling
GIS585 Geospatial Application in Business & Management

Quality Assurance

CIS575 Software Quality Assurance I
CIS576 Software Quality Assurance II
CIS577 Software Quality Audit & Compliance Management

Health Informatics

HCM561 Biomedical Science & Health IT
HCM562 Health Informatics
HCM563 Electronic Health Records

No Specialization:

Choose any three courses from any Concentrations or General Electives

General Electives

(Permission of program dean required)

CIS583 Current Issues in Management Information Systems
CIS592 Special Topics in Information Technology
CIS593 Special Topics in Data Mining & Data Warehousing
CIS596 Interactive Computer Graphics

In addition, a different course may be selected with approval of the program dean.

CPT Externship Extension (optional)

CIS590 – (1 – 6) CPT in CIS Externship Extension (0 credits; may only be taken after CIS590)

Graduate Course Descriptions

Note: No prerequisite course is required unless it is mentioned in the individual course descriptions below.

Accounting

ACC500 Financial Accounting (4.5 quarter credit hours)

This course covers advanced topics in financial accounting, including financial statements; income statement items; cash and inventories; payables and receivables; property, plant and equipment, employee benefits; long term liabilities; taxes; and non-profit accounting. Students also develop skills in presenting financial reports.

ACC502 Accounting Info Systems (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

This course covers the principal aspects of systems analysis and application of information systems concepts to the accounting process and accounting models, both manual and automated.

ACC504 Advanced Auditing (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

Provides an in-depth analysis of current auditing issues, including professional standards and ethics, internal control gathering and documentation of evidences and statistical sampling. Focuses on detailed analysis of audit programs and EDP, as concepts concerning the financial condition and operation of commercial enterprises.

ACC555 Systems Auditing (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

Covers the unique aspects of auditing accounting information system for two points of view: attesting to the financial statements or conducting an operational audit. Explores the various techniques used to audit around the system. Focuses on documentation of evidence and a detailed analysis of the audit programs.

ACC562 Advanced Managerial Accounting (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

This course investigates advanced topics in managerial accounting and expands upon topics covered in managerial accounting. Topics include cost projections, analysis and interpretation, analysis under uncertainty, capital budgeting, linear programming, and decentralized operations.

ACC563 Advanced Accounting Theory (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

Provides a frame of reference for advanced accounting theories. Emphasizes income, liability, and asset valuation based on inductive, deductive, and capital market approaches. Also surveys price level changes, monetary and non-monetary factors, problems of ownership equities, and the disclosure of relevant information to investors and creditors.

ACC570 Forensic Accounting (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

This course provides a framework for an understanding of forensic accounting. Topics covered include various foundation areas of importance to the forensic accountant, the basic forensic accounting tool-oriented areas, and practice areas relevant to forensic accounting.

ACC575 International Accounting System (4.5 quarter credit hours)

Prerequisite: ACC500 or Department Approval

This course surveys the accounting systems of key European, Asian, South American, Central American, and Canadian regions. Examines the various approaches to valuation and recordation of assets and liabilities. Also examines the complex issues regarding the recognition of revenue and expenses, as well as the preparation of consolidated financial statements of a United States corporation with foreign subsidiaries.

ACC590 Curricular Practical Training in Accounting Externship (4.5 quarter credit hours)

This course requires permission and authorization of the Dean of Accounting. This course requires a three-way partnership among student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience.

ACC590 (I-6) Curricular Practical Training in Accounting Externship (continuation, 0 credits)

This course is a continuation of ACC590 course.

ACC599 CAPSTONE: Accounting (4.5 quarter credit hours)

(To be taken in last or next to last quarter). This directed research course enables the student to complete a research project in the field of major concentration. The research project will be monitored by a supervising faculty member and must be defended by the student in an oral examination.

Business

BUS500 Business Communication (4.5 quarter credit hours)

This course is aimed to equip students with a conceptual framework and specific tools for communicating effectively in complex business environments to successfully accomplishing strategic business decisions. It provides students with an understanding of a variety of communication theories and their applications to the workplace environment. Applications include business conflict resolution, negotiation, interpersonal and group communication strategies and facilitation. Also, it will touch on the topic of intercultural managerial communication, ethics and social responsibility. Students will learn through simulations, role-playing, group discussions, group exercises, and individual assignments.

BUS505 Business Analytics for Competitive Advantage (4.5 quarter credit hours)

The course provides the basic understanding of the technologies and methodologies important for data driven decision making and focuses on outlining the importance of IT, statistical methods, data mining, predictive analytics, optimization and data visualization. It covers the basis of analysis in finance, marketing, operations, business intelligence and others generating large amounts of data.

BUS507 Marketing Analytics (4.5 quarter credit hours)

This course provides the practice of measuring, managing and analyzing marketing performance to maximize its effectiveness and optimize ROI. Understanding marketing analytics allows marketers to be more efficient at their jobs and minimize wasted Web or other channel marketing dollars. Students will learn application quantitative techniques to drive marketing results, obtain hands-on experience through application of spreadsheet-based models, acquire proficiency in the application of strategic decision models and metrics.

BUS510 Strategic Resolution Methods (4.5 quarter credit hours)

This course provides students with an understanding of a variety of conflict resolution theories, and their applications to the workplace environment. Topics include mediation, arbitration, and facilitation. Students will learn through simulations, role-plays, group discussions, group exercises, and individual assignments.

BUS515 Operations Management (4.5 quarter credit hours)

Presents production and operations concepts and techniques. Topics include the interaction of the operations functions with other primary functions such as marketing and finance, process and product design, allocation of scarce resources, e-Commerce, and quality management principles.

BUS520 Leadership and Organizational Behavior (4.5 quarter credit hours)

This course analyzes both the formal and informal aspects of the management process. The course includes human behavior in an organizational environment, individual behavior patterns, superior and subordinate relationships, group dynamics, communication, motivation, ethics and decision-making.

BUS525 Risk Analysis and Risk Management (4.5 quarter credit hours)

This course will provide the students with an understanding of risk, risk assessment, risk analysis, and risk management in the business environment. Risk mitigation will also be discussed.

BUS530 Business Technology and Research (4.5 quarter credit hours)

This course covers qualitative and quantitative methods for conducting practical business research projects. Topics include techniques of data collection, evaluation of alternative sources of information, methods of evaluating data using computer techniques, and methods of reporting and presenting results.

BUS531 Business Analysis I (4.5 quarter credit hours)

Sometimes companies are in a dilemma whether to enhance the existing computerized systems or to adopt an entirely new system. This covers AS IS and TO BE cases, cost-benefit analysis and risk management for software development.

BUS532 Business Analysis II (4.5 quarter credit hours)

This course evaluates the life cycle of systems development, process re-engineering structures, and applies General Accounting Principles to adoption decisions for software methodologies.

BUS557 Strategic Management & Competitive Advantage (4.5 quarter credit hours)

The course focuses on the analyses, decisions, and actions that an organization undertakes in order to gain and maintain competitive advantage. The primary objective of this course is to provide students with skills that are useful in developing and implementing business strategies. The course introduces a number of conceptual frameworks and methodologies for diagnosing business conditions, design of strategies, and evaluation of strategic alternatives to eventually succeed in business operation.

BUS558 Entrepreneurship & Small Business Management (4.5 quarter credit hours)

The course introduces students to the world of entrepreneurs, and outlines the ways to launching your own business. It provides the basic principles of operating and managing a small business, and focusing on developing a start-up business, buying, pricing, promotions, marketing and planning successful business operation from debut through exit. The course also reviews strategic planning considerations relative to operating a small business.

BUS560 Cost-Benefit Analysis and Resource Acquisition (4.5 quarter credit hours)

A foundation of any project is the determination if the project is worth doing, then acquiring the resources to do it. This course covers how to identify and measure costs and determine the worthiness of a project and to procure and manage resources.

BUS565 Human Resource Management (4.5 quarter credit hours)

This course analyses the process by which the human resource is managed and its role in strategic management. Discusses how HRM processes integrate with business functions, enhance productivity, contribute to an organization's competitiveness. Review its functions and considerations for planning and executing HRM strategies in domestic and global environment.

BUS570 Advanced Labor Relations and Collective Bargaining (4.5 quarter credit hours)

This course provides an outlook of labor relations including its history, law, challenges and opportunities. The course covers the collective bargaining process, examines the cost of labor contracts from the perspective of wages and salaries, employee benefits and job security and seniority, and implementation of the collective bargaining agreement.

BUS575 Reward Systems (4.5 quarter credit hours)

This course focuses on three important topics in rewarding employees: performance appraisal, compensation systems development, and incentive compensation and benefits. Students will learn the aspects of direct compensation that will go beyond fixed salary and wages in particular, different types of individual and group incentive systems. The course also examines indirect compensation, and the implementation and administrative challenges associated with both incentives and benefits.

BUS580 Quality Assurance and Risk Management (4.5 quarter credit hours)

Assuring product and project quality is critical to reduce costs and risks. This course overviews quality planning techniques and tools and culminates with production of a Quality Assurance and Control Plan. Topics include Continuous Process Improvement, Quality Cycle, ISO9000, Malcolm Baldrige Criteria, CMMI, defect measurement, Pareto Analysis, Statistical Process Control, and managing financial and physical risk.

BUS585 Supply Chain Management (4.5 quarter credit hours)

This course presents considerations for optimizing supply chain performance and developing integrated network collaboration among the participants in the firm's supply chain. Use a managerial perspective to review the application of e-commerce in support of the major business function involved in supply chain management.

BUS590 Curricular Practical Training in Business Administration Externship (4.5 quarter credit hours)

This sentence requires permission and authorization of the Dean of Business Administration. This course requires a three-way partnership among student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience.

BUS590 (1-6) Curricular Practical Training in Business Administration Externship (continuation, 0 credits)

This course is a continuation of the BUS590 course.

BUS592 Business Analysis (4.5 quarter credit hours)

Students will develop skills to evaluate business performance and financial reporting and learn how to make recommendations to help businesses stay competitive successful. Topics include understanding the business environment, analysis of financial statements, raising capital, cash flow, taxes, compensation, debt policy, financial leverage and managing and reducing risk in multinational corporations

BUS 597 Statistical Analytics of Business Problems (4.5 quarter credit hours)

This course covers topics in Business Analytics - statistics, data analysis, information and decision support systems, and management science.

BUS599 CAPSTONE: Business Administration (4.5 quarter credit hours)

(To be taken in last or next to last quarter).

Enables student to complete a research project in the field of major concentration. The research project will be monitored by a supervising faculty member and must be defended by the student in an oral examination. The oral defense maybe conducted in a conference-style meeting of student instructor and a technical advisor.

Computer Information Sciences

CIS500 Management of Information Systems (4.5 quarter credit hours)

The course examines the information requirements of an organization. The course includes an overview of information systems in the business world and emphasizes the difference in the kinds of information needed at the operation levels. It discusses planning and implementing a comprehensive information system and methods to measure its effectiveness.

CIS510 Data Base Design (4.5 quarter credit hours)

This course is an introduction to data model and database systems and design. Included are the relational model and relational algebra and operators as well as functional dependencies and normalization. Underlying storage structures and access methods of databases, database recovery and protection, issues of transactions, concurrent access, and query optimization are covered.

CIS511 Fiber Optics (4.5 quarter credit hours)

Prerequisite: MAT100 or Department Approval

This course covers basic concepts of satellite communications techniques. The students are introduced to objective principals, procedures, and techniques for designing and applying fiber optic cables. Topics include fiber optic communication system, optic review, light-waves fundamentals, integrated optic waveguides, optical source and amplifiers light directors, couplers and connectors, distribution networks and fiber communications, modulation, noise and detection, and system design.

CIS512 Satellite Communication (4.5 quarter credit hours)

This course introduces computer science and telecommunications to the basics concepts of satellite communication strategies. Topics covered include orbits and related issues, base and signal and quality of service (QoS), communication techniques, up/down link, inner-satellite link, overall link performance, multi-access, satellite networking, earth satellite, communication payload, the platform, satellite and launch vehicles, dependability of satellite communication systems, and space environment.

CIS513 Intrusion Detection (4.5 quarter credit hours)

Prerequisites: CIS249 and CIS510 or Department Approval

This course introduces principles for intrusion detection techniques to secure computer/cyber for networks. Major topics include information sources, analysis schemes, non-credentialed approaches, vulnerability analysis, technical and legal issues.

CIS514 Internet Protocols (4.5 quarter credit hours)

Prerequisites: MAT100 and CIS150 or Department Approval

This course introduces basic conceptual specifications and formal description methods, and finite-state demonstrations of internet protocol specifications.

CIS515 Wireless Communications (4.5 quarter credit hours)

This course introduces the development of applicable design and implementation skills. Topics include wireless communication systems and standards, antenna design, cellular, cellular layout, and personal communication design and devices. One focus is on new Low Earth Orbit (LEO) Satellites.

CIS516 Voice Over IP (VOIP) (4.5 quarter credit hours)

This course emphasizes transmission of voice over a packet switched network. The course will involve typical VOIP network scenarios/discussions such as campus and multi-site private networks. Communication protocols for VOIP including RTP and RTCP will be discussed in depth. Security and quality issues will also be introduced.

CIS520 Software Engineering (4.5 quarter credit hours)

This course covers introductory concepts and strategies within the topic vital to both the practitioner and the theorist, as trends continue to change rapidly in the software engineering technology field. This course also investigates current system engineering, software architectures, product assurance principles, and software project management, described in the terminology of established software process.

CIS522 Internet Protocols (4.5 quarter credit hours)

Prerequisite: MAT 100 and CIS 150 or Department Approval

This course introduces protocol specifications and formal description methods, finite-state demonstrations of internet protocol concepts, and description language and implementation of protocol specification. Topics include OSI layers and the TCP/IP stack.

CIS530 Computer Systems Architecture (4.5 quarter credit hours)

This course serves as an introduction to the software development process. Included are requirements engineering, software architecture, design, and testing, software configuration management, delivery, testing, and software re-engineering. A special focus is placed on the management of the software development project.

CIS531 Statistics for IT Managers (4.5 quarter credit hours)

Statistical concepts and models used in the solutions of managerial problems. Topics include descriptive statistics, frequency distribution, probability, statistical inference and testing, introduction to forecasting and regression modeling.

CIS540 Enterprise Architecture (4.5 quarter credit hours)

The student will learn current and prospective enterprise architectures, as well as technologies and line of business specializing with the requisite knowledge and skills to implement variable cost effective enterprise architecture within the organizations. Students will gain the requisite knowledge and skills to enhance intra-and inter-agency processes.

CIS541 Data Structures and Algorithms (4.5 quarter credit hours)

This course is designed to provide an in-depth overview of data structures, including elementary data organization, data structure operations, algorithm complexity, and time-space trade offs. The course examines arrays, stacks and queues, linked lists, trees, graphs and multi-graphs, sorting, and file structures, including indices. A focus on maximization of access and minimization of time and other resource costs is maintained throughout.

CIS546 Digital Communication (4.5 quarter credit hours)

The course focuses on digital communications techniques as utilized in present and expected future systems. Topics covered include analog to digital conversions, digital sampling techniques, digital modulation and transmission, multiplexing concepts, and include coding techniques. The uses of place transforms, discrete-time systems, power spectral density analysis, coherent and non-coherent, spectrum, satellite communications, and multiple access techniques are topics to be studied.

CIS548 Wireless Telecommunication (4.5 quarter credit hours)

This course concentrates on fundamental developmental of global wireless networks. Both fixed and mobile systems are addressed from a practical design and implementation point of view. This course considers propagation effects for outdoor/ indoor systems, modulation technologies, data encoding, antenna design, cellular layout, personal communication devices, and satellite and other technologies emphasizing wireless communications.

CIS549 Cloud Computing Environment (4.5 quarter credit hours)

This course examines the technologies, structure, and future directions of cloud computing applications. Topics include the technologies associated with cloud computing, and the organizational, legal, and regulatory issues encountered in cloud computing environments.

CIS550 Data Computer Communication (4.5 quarter credit hours)

This course will provide the student with a basic understanding of data communication theory including networking components, terminology, standards, and protocols; physical, data link, and network layers of the communication stack; network design, planning, and implementation; wireless technologies and internetworking strategies, and network security and administration.

CIS552 Information and Communication Technology (4.5 quarter credit hours)

This course examines trends and topics in computer communication theory. Provides a foundation for analysis, design implementation, and management of computer communication systems.

CIS554 Fixed Hybrid and Wireless Networks (4.5 quarter credit hours)

The course emphasizes the design and implementation of wireless/fixed networks needed to deliver wireless access to customers. Topics covered include: cellular interfaces to wire line networks, access to the internet, network management, transmission systems, and internet protocols. The designing of networks, including traffic analysis, handoffs, and multiplexing of U.S. European, Asian and Canadian systems are considered.

CIS555 Object Oriented Analysis and Design (4.5 quarter credit hours)

This course aims to provide the student with a simple, clear, analysis and design notation. A good basic understanding of the concepts of object oriented system is provided, along with a method for construction of analyses and designs and some discussion of the implementation of design.

CIS556 Data Networking (4.5 quarter credit hours)

Prerequisite: CIS546 or CIS548 or Department Approval

Topics included in the course are data communications, data link control, data encoding, wide area networks, local area networks, network protocols, and security related to the internet. Communications architecture with the seven layer protocol system are considered. Topics such as circuit and packet switching, frame relay asynchronous transfer mode (FRATM), network management using SNMP, and understanding the design and implementation of the internet are covered.

CIS557 Decision Making Under Uncertainty (4.5 quarter credit hours)

This course develops expertise in a standard set of statistical and graphical techniques, which will be useful in analyzing business related data. These techniques are widely applied in a number of areas of management including marketing, finance and economics. The course provides a change in mindset from statistics that can be used to show anything to statistics that provide a methodology to cope with uncertainty.

CIS564 Technology Change Management (4.5 quarter credit hours)

Learn the models of change: Lewin, Equity, Resistance, and Magic Bullet. Learn the diffusion of innovation approach of technology, communications, time, and social systems. Learn the logical, bureaucratic, human relations, and cultural aspects of organizational design.

CIS565 Applying Project Management (4.5 quarter credit hours)

This course covers the disciplines and intellectual processes that are generally accepted in the application of sound management principles to projects. The course provides an extensive review of the Project Management Institute's (PMI) Guide to Project Management Book of Knowledge (PMBOK).

CIS566 Strategic Management of Multiple & Complex Projects (4.5 quarter credit hours)

This course addresses the strategic alignment and prioritization of multiple and complex projects with an organization's business objectives and directions. Major areas covered include: stakeholder value, return on investment, balancing the tradeoff between project priorities and operational imperative business benefit, balancing, and coordination of project resources across multiple projects.

CIS567 Advances in Project Management (4.5 quarter credit hours)

This course examines various aspects of organizations and project performance from actual cases. Aspects include the project decision making environment, the enterprise culture, leadership attributes, changes due to project creativity, logic of reasoning within a project, and how projects are actually learning environments.

CIS570 E-Business Technology and Management (4.5 quarter credit hours)

This course introduces the students to E-Commerce as a natural extension of the Information Technology revolution. It extends the web of interactions between supplier and consumer, and manufacturer and customer, providing the foundation for a complete electronic economy. The opportunities for wealth creation by entrepreneurial individuals and large organizations alike are enormous.

CIS571 Programming Language Structures (4.5 quarter credit hours)

Prerequisite: CIS530 or Department Approval

This course is designed to provide a foundational understanding of programming language including programming paradigms, programming language processors, syntax and semantics, data types and structures, recursion, data control, storage management, and operating and programming environments.

CIS575 Software Quality Assurance I (4.5 quarter credit hours)

This course covers quality planning techniques and tools and culminates with production of a Quality Assurance and Control Plan. Topics include Continuous Process Improvement, Quality Cycle, ISO9000, Malcolm Baldrige Criteria, CMMI, defect measurement, Pareto Analysis, and Statistical Process Control and managing financial and physical risk.

CIS576 Software Quality Assurance II (4.5 quarter credit hours)

Prerequisite: CIS575 or Department Approval

This course continues to develop quality planning techniques and tools and culminates with production of a Quality Assurance and Control Plan. Topics include Continuous Process Improvement, Quality Cycle, ISO9000, Malcolm Baldrige Criteria, CMMI, defect measurement, Pareto Analysis, Statistical Process Control, and managing financial and physical risk.

CIS577 Software Quality Audit & Compliance Management (4.5 quarter credit hours)

An effective software quality and compliance management can protect you against potential litigation, financial implications and reputational damages. This course focuses on where you can learn to become a Software Quality Audit & Compliance Management professional. Software Quality Audit & Compliance is a system of measures and controls established within an organization to try and manage Quality Audit & Compliance for the system/software being implemented. In addition this course also provides an introduction for anyone thinking about moving into the Quality and Compliance Management role.

CIS580 Software Engineering Development (4.5 quarter credit hours)

This course is an introduction to software engineering and practice, addressing both procedural and object-oriented development. It applies concepts consistently to two common examples - a typical information system and a real-time system. It combines theory with real, practical applications by providing an abundance of case studies and examples from the current literature.

CIS582 Current Issues in Software Engineering (4.5 quarter credit hours)

(Permission of Academic Dean Required)

This course addresses current topics in the software engineering field. Course topics vary.

CIS583 Current Issues in Management Information Systems (4.5 quarter credit hours)

(Permission of Academic Dean Required)

This course addresses current topics in the management information systems field.

CIS589 Business Process Modeling (4.5 quarter credit hours)

This course provides students with the key fundamental concepts of Business Process Modeling. The course provides an initial foundation of knowledge which prepares the students for advanced Business Process Modeling topics, including discussions on the value of modeling systems, the process of building models, Business Process modeling mutation, context diagramming, functional decomposition with data flow modeling, and model verification and validation.

CIS590 Curricular Practical Training in Computer Information Sciences Externship (4.5 quarter credit hours)

This course requires permission and authorization of the Dean of CIS. This course requires a three-way partnership between student, employer and the American College of Commerce & Technology. The course allows students to apply their learning and to develop skills in their chosen career area through a part-time or full time supervised work experience

CIS590 (I-6) Curricular Practical Training in Computer Information Sciences Externship (continuation, 0 credit)

This course is a continuation of the CIS590 course.

CIS591 Security in Computing (4.5 quarter credit hours)

This course examines the basic principles of data and information system security in the business enterprise. Issues of identifications, confidentiality, authentication, integrity, and basic cryptography are addressed. Risk Management, including intrusion detection and mitigation, is included. Issues of organizational security and the attendant policy, legal, and ethical concerns are a focus.

CIS592 Special Topics in Information Technology (4.5 quarter credit hours)

(Permission of Academic Dean Required)

Topics vary according to the interests and needs of students and availability of faculty members. Typical subjects include analysis of business systems, database, computer logic, design, computers in education, science analysis, microprogramming, and artificial intelligence.

CIS593 Special Topics in Data Mining & Data Warehousing (4.5 quarter credit hours)

Prerequisite: CIS510 or Department Approval

This course presents the necessary fundamentals of data warehousing and data mining (methodology, tools, techniques, systems and terminology).

CIS594 Advanced Network Security (4.5 quarter credit hours)

Prerequisite: CIS591 or Department Approval

This course is a comprehensive overview of network security including general security concepts, and communication security including remote access, e-mail, the Web, directory and file transfer, and wireless data. Common network attacks will be discussed. Cryptography basics are incorporated and operational/ organizational security is discussed as it is related to physical security, disaster recovery, and business continuity. Computer forensics are introduced. This course involves examination of network security defense techniques and countermeasures with defense fundamentals.

CIS596 Interactive Computer Graphics (4.5 quarter credit hours)

Prerequisite: CIS550 or Department Approval

This course provides an introduction to basic concepts in computer graphics and raster based methods. Included is a review of required theoretical background for computer graphics and applications of computer science to graphics. A study of hardware and software components of graphic systems, 2D and 3D geometrics transformations, illumination models and surface rendering is included.

CIS599 CAPSTONE: Computer Information Sciences (4.5 quarter credit hours)

(To be taken in last or next to last quarter).

This directed research course provides the student with the opportunity to integrate the broad spectrum of what has been learned in previous courses into a final project of direct relevance to the students. An oral presentation of the project approach and findings is required.

Economics

ECO500 Managerial Economics and Finance (4.5 quarter credit hours)

Prerequisite: ECO100 or Department Approval

Provides a framework of economic analysis to help decision makers adapt to government regulations and other external factors which impact complex firms and organizations. Topics include causes of financial distress, the bankruptcy process, analyzing financial statements, capital structure and general financing an organization's operation.

ECO560 International Economics (4.5 quarter credit hours)

Prerequisite: ECO100 or Department Approval

Examines the relationships of aggregate economic activity, output determination, and national economic problems of inflation and unemployment. Considers the appropriate use of fiscal and monetary policy by the government to alleviate these problems. Discuss economic growth economic development, and the effects of international trade.

English

ENG050 Online Language Module (0 quarter credit hours)

The Online Language Module is required of all entering graduate students at ACCT. The module is normally completed during the student's first quarter of enrollment and provides a review of English vocabulary skills needed for academic and professional success.

Finance

FIN500 Advanced Financial Management (4.5 quarter credit hours)

This course presents the conceptual foundation for making corporate financing decisions. Reviews offering, seasoned equity offerings, public debt, convertible debt, private equity, and venture capital. Explains the causes and effects of financial distress and the bankruptcy process. Analyzes the process of financial aspects of strategic planning and performance evaluation, investment opportunities, asset evaluation, risk and return, dividends, capital structure and general financing the organization's operation.

Geographic Information Systems

GIS580 Geospatial Business Intelligence (4.5 quarter credit hours)

This course introduces students to the application of GIS (Geographic Information Systems) technology to business and technological studies and management, emphasizing the concepts and theories of Geospatial analysis, location intelligence and information systems applied to business and management decisions. It utilizes Geospatial software, Business Analyst and Segmentation Module extensions to familiarize students with business solutions using GIS and Spatial technology.

GIS581 Geospatial Business Analysis & Modeling (4.5 quarter credit hours)

Prerequisite: GIS580 or Department Approval

This course introduces students to enhanced application of GIS, Spatial Information Technology, Business Intelligence (BI) programs to business and management issues. Explores existing and potential capabilities of technology in conducting spatial business analysis, simulations, spatial modeling and visualization. Discusses advanced GIS and Business Intelligence concepts as strategic decision making business tools that support marketing research and analysis, logistics, management science, operations and information systems, international business and strategic business decision-making.

***GIS585 Geospatial Applications in Business, Management, Health, IT & Government Operations
(4.5 quarter credit hours)***

Prerequisite: GIS580 and GIS581 or Department Approval

This course focuses on designing, planning, and completing a hands-on CAPSTONE project using GIS & Spatial Technology to reveal concepts and demonstrate the power of integrative analysis and visualization to enhance business decision-making within a particular company of choice.

Healthcare Management

HCM560 Health Services System (4.5 quarter credit hours)

This course covers the history of the US health care system and provides an overview of the structure and current issues in health care in the US, including the financing of the health care system. The course examines the changing relationships between patients, physicians, hospitals, insurers and the government.

HCM561 Biomedical Sciences and Health IT (4.5 quarter credit hours)

This course is designed for IT professionals, and those training to be IT professionals, who are preparing for careers in healthcare related IT (Health Informatics). This course provides a high level introduction into basic concepts of biomedicine and familiarizes students with the structure and organization of American healthcare system and the roles played by IT in that system. The course introduces medical terminology, human anatomy and physiology, disease processes, diagnostic modalities, and treatments associated with common disease processes. IT case studies demonstrate the key roles of health informatics and how IT tools and resources help medical professionals integrate multiple sources of information to make diagnostic and therapeutic decisions.

HCM562 Health Informatics (4.5 quarter credit hours)

This course presents the fundamental principles, concepts, and technological elements that make up the building blocks of Health Informatics. It introduces fundamental characteristics of data, information, and knowledge in the domain, the common algorithms for health applications, and IT components in representative clinical processes. It also introduces the conceptual framework for handling the collection, storage and the optimal use of biomedical data. It covers basic principles of knowledge management systems in biomedicine, various aspects of Health Information Technology standards, and IT aspects of clinical process modeling. There is also a term project to assess students' ability to understand and implement simple Health Informatics solutions.

HCM563 Electronic Health Records (4.5 quarter credit hours)

Electronic Health Records (EHRs) are application systems that automate the activities of healthcare clinicians including physicians, nurses, physician assistants, and healthcare administrative staff. Use of EHRs is increasing rapidly due to the systems' benefits and federal government programs to deploy EHRs. This increased use of EHRs has many challenges including complex data, high security requirements, integration to multiple application systems, a distributed user base, and broad impact on how these users work. This course will focus on real world use and deployment of EHRs through readings, hands on labs and case studies.

HCM574 Managed Care and Reimbursement Systems (4.5 quarter credit hours)

This course provides the student with comprehensive concepts of Managed Care. The student will review the formative years of Managed Care and study various theories, concepts and models as they relate to Managed Care. The types of Managed Care Organizations and different provider payment models are the building blocks for gaining and developing a Managed Care knowledge base in order to make appropriated management decisions when working in Health Care Delivery. The Insurance Function, in addition to organizational models will be reviewed at length.

HCM576 Health Care Quality Management (4.5 quarter credit hours)

This course establishes an understanding of the principles and practices of Health Care Quality Management as essential in Health Services Management. All aspects of health care quality management, emphasizing real world applications, a "systems approach" to health care quality, and team problem solving, as always in the interest of quality patient care.

HCM580 Economics of Health Care Management (4.5 quarter credit hours)

This course provides an overview of the economics involved in the organization and delivery of health care services in the US. Topics include health care supply (physicians) and demand (patients); the role and varieties of health insurance including public and private financing and the role of government in the health care market.

Legal

LEG500 Commercial Law (4.5 quarter credit hours)

This course analyzes the legal environment in which business must operate and examines key provisions of the minor federal laws related to labor, consumer protection, property rights, securities, bankruptcy, and environmental protection. The course reviews the various forms of business and the topic of corporate governance and examines contracts and the UCC, product liabilities, torts, and issues associated with intellectual property. The course discusses legal issues associated with international business.

Marketing

MKT501 Marketing Management (4.5 quarter credit hours)

This course covers the major elements of the marketing process including domestic and foreign market assessment, strategic planning, and development of marketing mix. Topics include consumer/business buying behavior, market research, brand management, product development, pricing strategies, and the design of marketing channels (promotion and distribution).

MKT535 Marketing and E-Marketing Management (4.5 quarter credit hours)

The student is introduced to concepts, tools and techniques of e-commerce and marketing management. Topics include identifying the target market, relationship marketing and marketing methods, evaluation of marketing practices, customer service, and gaining competitive advantage.

MKT545 International Marketing (4.5 quarter credit hours)

This course emphasizes development of effective international trade and marketing strategies in major global market areas including Europe, Africa, India, China and the Americas. Topics include foreign demand analysis, trade channels, promotion policies, and legal aspects.

Management

MGT550: Project Management (4.5 quarter credit hours)

This course examines project management principles used to effectively plan, direct, and control project activities to achieve schedule, budget and performance objectives. Reviews the project life-cycle, organization and charters, work breakdown structures, responsibility matrixes cost budgeting, scheduling, and resource allocation. Presents planning and control methods such as PERT and GANT charts, earned value management, and an overview of project management software applications.

MGT551: Agile & Lean Project Management (4.5 quarter credit hours)

The course will impart agile principles and lean methodologies in project management. An Integrated Lean Project Management (ILPM) framework which is an implementation-oriented hybrid of traditional Project Management Institute (PMI) and Agile project management paradigms will be coached. Students will learn the skills required to use agile principles and practices in project management. Topics will include Scrum, KANBAN and Lean methodologies practices, tools & techniques.

MGT553: Program & Portfolio Management (4.5 quarter credit hours)

This course will impart the competencies needed to manage program and portfolio from a strategic mindset so that they are aligned with business objectives and achieve expected outcomes. Topics will include program and portfolio management lifecycles, tools and techniques, analysis techniques used for program evaluation, qualitative and quantitative tools used by portfolio managers for trade-off and cost-benefit analysis.

MGT580: Risk, Quality & Communication Management (4.5 quarter credit hours)

This course will emphasize the processes and activities of the performing organization that determine risk, quality & communication management. It will examine the requirements of information for the ultimate disposition of project information. Topics will include risk management planning, identification, analysis, response planning, controlling risk on a project, and quality metrics, quality control charts, pareto diagrams, fishbone diagrams, maturity models, statistical methods, communication management plans, kickoff meetings, conflict management, communications media selection, status and progress reports, virtual communications, project Web sites, issue logs, interpersonal skills and reporting systems.

Political Science

POL500 International Geopolitics (4.5 quarter credit hours)

This course examines the complex and turbulent international environment. Discusses both a basic conceptual framework that can inform and order political and economic events, and an understanding of how the international political-economic system, and then looks at several critical issues area, such as economic and currency unions, technological advances, strategic alliances, and national competitiveness. Current events and issues are introduced as appropriate. Course emphasis will be in implications for domestic and global strategy.

POL550 Globalization and Development Policies (4.5 quarter credit hours)

The "Global Village" has brought increasing challenges for not only the governments but also to the Multi-National Corporations and the general citizens of the Wall Street and Main Street. Topics in this course include theory, practice, and the case studies used by the Governments and Corporations. Their styles and their effects on organizational behavior, global business practices, and strategic values for a peaceful globalized world are studies under consideration in this course. Between economic demands and geopolitical push and pull diplomatic maneuverings will be highlighted.

Taxation

TAX580 Advanced Federal Taxation (4.5 quarter credit hours)

Prerequisite: Department Approval

This course presents an overview of taxation of individuals and businesses. It also discusses tax planning necessary for optimal tax saving. The course involves tax research methodology and the preparation of business and individual tax returns using some of the latest tax software.

TAX581 Advanced Business Taxation (4.5 quarter credit hours)

Prerequisite: Department Approval

Federal income taxation of C corporations, S corporations and partnerships. Student will learn how to research and prepare business tax returns. Main topics include formation of corporations and partnerships, capital structure, business operations, distribution, and liquidation.

TAX585 International Taxation (4.5 quarter credit hours)

This course presents a foundational overview of the taxation related to the United States of America and several other nations in Asia, Europe, Africa, and the Americas. Tax issues for businesses and as individuals, transfer taxes, and other tax concerns will be covered. Also, the course looks at situations from a planning approach that gives the most beneficial tax situation.

College Personnel

Statement of Legal Control

The College is a closely held C-Corporation, incorporated in Commonwealth of Virginia in October, 2009 as ACCT, Inc. doing business as American College of Commerce & Technology. ACCT is owned by a group of educator-shareholders. ACCT is managed by a Board of Directors, President, and Board of Advisors consisting of educators and outside businessmen, and campus administrators.

Board of Directors

Jamal Noub-Shajaiah, PhD
Raied Salman, PhD
Cheri Schipper, MBA
William Schipper, PhD
Nazar Younis, PhD

Board of Advisors

Poonam Bansal, PhD
Veer Bhantiya, PhD
Hunter Herron, PhD
Puja Shrestha, MBA

ACCT Administrators (Main Campus)

William Schipper, PhD, President and Chief Executive Officer
Maria Suñga, MBA, Vice President of Operations/ Primary Designated School Official (PDSO)
Cheri Schipper, MBA, Vice President and Director of Communications

Fakhirah Abbasi, MBA, Director of Admissions
Daniel Anenia, MSIS, Director of IT
Ulziikhand Chuluunbaatar, MBA, HR Coordinator
Diana Davila, MBA, Registrar
Lynda McCann Ovington, MEd, Records Manager and Transfer Officer
Ernesto Ragunton, MBA, Director of Student Financial Services
Abhi Subedi, DBA, Director of Institutional Research

John Bozeman, PhD, Chief Academic Officer and Dean, Undergraduate Studies
Elisa Everts, PhD, Director of ESL and Associate Dean of General Studies
Moneim Zribi, DBA, Dean of Distance Education
Munther Alraban, MSIS, Dean, School of Computer Information Sciences
Sergei Andronikov, PhD, Dean, School of Business
Mark Dreisonstok, PhD, Director, English Program and Associate Director, ESL
Suk Lee, PhD, Department Chair, Accounting, School of Business

Alhambra Administrators

Guy Langvardt, PhD, MBA, Campus Director; Department Chair, Business and Accounting
Shakil Al Mamum, MSCIS, Associate Director of Academic Affairs
Dwight Layton, DBA, Director of CIS Program
Hilda Guerrero, MLS, Librarian

Accounting Faculty

Dwight Layton, DBA *magna cum laude* and MBA, Business Administration, California Southern University, Dana Point, CA
California Southern University, Dana Point, CA

Business Faculty

Iyad Afalqa, MBA, Health Care Executive MBA, University of California, Irvine, Irvine, CA

Steve Corbin, MBA, Business Administration, and BS *cum laude* Management, Business Administration, California State University - Long Beach, Long Beach, CA

Michael Kahler, EdD, Educational Leadership, MA, Education, Argosy University, Orange, CA

Guy Langvardt, PhD, Organization and Management, Capella University, Minneapolis, MN; MIM, International Management, Thunderbird, School of Global Management, Glendale, AZ

Jan Masek, MA, Strategic Foresight, Regent University, Virginia Beach, VA; BS, Business Administration, Thomas Edison State University, Trenton, NJ

Miryan Nogueira, LLM, Southwestern Law School; MBA, Pepperdine University, Malibu, CA; *Diploma de Bacharel em Ciências Jurídicas e Sociais* (Diploma of Bachelor in Legal and Social Sciences), *Octávio Bastos Faculdade de Direito de São João de Boa Vista*, Brazil

Roy Virgen, Jr., MBA, Business Administration, University of LaVerne, LaVerne, CA; BS, Business Management, University of Phoenix, Phoenix, AZ

Computer Information Sciences Faculty

Dwight Layton, DBA *magna cum laude* and MBA, Business Administration, California Southern University, Dana Point, CA
California Southern University, Dana Point, CA

Jan Masek, MA, Strategic Foresight, Regent University, Virginia Beach, VA; BS, Business Administration, Thomas Edison State University, Trenton, NJ

Armond Sarkisian, MBA, Argosy University, Los Angeles, CA; BS, Software Engineering, Mt. Sierra College, Monrovia, CA

General Studies Faculty

Luz Ugas, MBA, Pepperdine University, Malibu, CA; BA, University of California, Los Angeles, CA

Roy Virgen, Jr., MBA, Business Administration, University of LaVerne, LaVerne, CA; BS, Business Management, University of Phoenix, Phoenix, AZ



COMMONWEALTH of VIRGINIA
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

Peter Blake
Director

(804) 225-2600
www.schev.edu

July 27, 2017

William V. Schipper, Ph.D.
President and CEO
American College of Commerce & Technology (ACCT)
803 West Broad Street Suite 100
Falls Church, VA 22046

Certified Mail: 7011 2970 0000 2388 8417

Dear Dr. Schipper:

This comes to inform you that as a result of the audit of American College of Commerce & Technology (ACCT) conducted on June 9-11, 2017, the State Council of Higher Education for Virginia (SCHEV) has determined that ACCT is in violation of § 23-276 of the Code of Virginia and 8 VAC 40-31 et. seq of the Virginia Administrative Code. Pursuant to 8VAC40-31-195, SCHEV staff will recommend that Council revoke ACCT's certificate to operate. The following summarizes the reasons for this recommendation:

- (1) In accordance with 8 VAC 40-31-200 SCHEV staff conducted an audit of ACCT on February 2-4, 2016.
- (2) As a result of the audit, SCHEV staff recommended revocation of ACCT 's certificate to operate due to the severity of the findings.
- (3) In accordance with 8 VAC 40-31-195, ACCT availed itself of its APA rights through an informal fact finding conference and a formal hearing presided over by an officer assigned by the Virginia Supreme Court.
- (4) During the formal hearing, held on October 31, 2016 Mr. William Rollow heard testimony from both sides regarding three unresolved items of non-compliance. These were:
 - a. ACCT violated 8 VAC 40-31-140(D)(3)(a)-(b) and 8 VAC 40-31-140(D)(4) by employing instructors who were not properly qualified to teach assigned courses.
 - b. ACCT violated 8 VAC 40-31-160(E)(1) by not providing proper justification for student admissions.

- c. ACCT violated 8 VAC 40-31-140(C) and 8VAC40-31-160 L (1-5) by providing online education that did not meet quality required by regulation.
- (5) The formal hearing resulted in the following recommendation by Mr. Rollow:
- a. ACCT's certificate to operate should not be revoked.
 - b. ACCT's certification should be downgraded to "conditional".
 - c. ACCT be granted reasonable time to come into compliance with SCHEV's regulations prior to being re-audited.
 - d. In the event that ACCT was found to be in non-compliance when re-audited, SCHEV should continue the proceeding to revoke ACCT's certificate to operate.
- (6) SCHEV and ACCT entered a consent agreement whereby a re-audit of the three items brought before the hearing officer would be re-examined by SCHEV staff.
- (7) The re-audit of ACCT was conducted on June 9-11, 2017.
- (8) SCHEV found ACCT to still be in non-compliance with two of the three items reviewed as more fully detailed on the attached report.

In keeping with the hearing officer's findings and recommendation and terms of the consent agreement, SCHEV staff will recommend that that the Council enter a final order revoking ACCT's certificate to operate at the September 18-19, 2017 Council meeting to be held at Norfolk State University.

If you have any questions, you may contact me at 804-225-(b)(6) or via e-mail at (b)(6)@schev.edu.

Sincerely,

(b)(6)

Sylvia Rosa-Casanova
Director
Private and Out-of-State Postsecondary Education

- c: The Honorable Dietra Trent, Secretary of Education
Mr. Peter Blake, SCHEV
Dr. Joseph G. Defilippo, SCHEV
Mr. Allen Wilson, Associate Attorney General, Education
Mr. Roger J. Williams, Interim President ACICS
Mr. Kipling Doan, Special Agent, DHS/ICE/ Homeland Security Investigation
Mr. Jason Kanno, Adjudicator, SEVP Analysis and Operations Center, DHS/ICE



July 31, 2017

VIA ELECTRONIC MAIL

Roger J. Williams
Interim President
Accrediting Council for Independent Colleges and Schools.
750 First Street NE
Suite 980
Washington, DC 20002-4223

Re: American College of Commerce & Technology and State Council of Higher Education for Virginia Matter

Dear Mr. Williams,

I am writing to make you aware of the status of the situation with respect to American College of Commerce & Technology ("ACCT") and its ongoing certification matter with respect to State Council of Higher Education for Virginia ("SCHEV").

On July 27, 2017, SCHEV issued its report following a focused on-site audit that was the agreed-upon result of a settlement agreement following a Formal Hearing regarding several items of alleged regulatory violations at ACCT. In light of the timing of SCHEV's report and the timing of your own meetings, which I understand start today, it is impossible for ACCT to address all of the specific issues in the SCHEV report in detail. Furthermore, you should note that neither the SCHEV Report nor the accompanying cover letter say anything about ACCT's due process rights going forward with respect to this matter. Accordingly, ACCT respectfully submits that it would be inappropriate for ACICS to take any action at all based on SCHEV's report, to which ACCT has not had a chance to substantively respond, and which is not finalized from a procedural perspective with respect to SCHEV given that the Council will not be acting on this matter until at least September.

Having said the above, please be aware that, at the highest level, ACCT substantially disagrees with many of the findings, statements, and characterizations in the SCHEV report.

Among other things, ACCT disagrees with SCHEV's conclusions regarding faculty qualifications and specifically notes that ACCT is by no means acting in "purposeful defiance after receiving SCHEV guidance and instruction" and that substantive requirements of "the regulation specific to the academic qualification of faculty" have been a specific matter of dispute with respect to this matter.

With respect to the on-line programs, ACCT believes SCHEV has an incomplete understanding of the various mechanism (course monitoring, feedback to professors, specific content training of professors, non-assignment of courses) that ACCT uses to ensure a high-quality on-line educational experience for its students. Finally, regarding the admissions policies, ACCT is, of course, pleased by SCHEV's conclusion regarding its compliance, but it disagrees with the statements suggesting that it was ever out of compliance with this issue in the first place.

Obviously, responding to the faculty and on-line programs issues will require additional, detailed information and reports to SCHEV. We will keep you informed about the status of our response going forward. In the meantime, it would be inappropriate for ACICS to take any negative action on ACCT's accreditation given that the SCHEV report only reflects one side of the story.

Thank you for your consideration of this issue. Please let me know if ACICS has any specific questions or information requests other than to be kept informed about the next steps with respect to SCHEV.

Sincerely,

(b)(6)

William V. Schipper, Ph.D.
President and CEO
American College of Commerce & Technology

cc: Sylvia Rosa-Casanova, SCHEV



September 26, 2017

ID Code 00050228(MC)

VIA E-MAIL AND REGULAR DELIVERY

acics@acct.edu

Dr. William Schipper
President
American College of Commerce and Technology
803 West Broad Street, #100
Falls Church, VA 22046

AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY,
FALLS CHURCH, VIRGINIA
AMERICAN COLLEGE OF COMMERCE AND TECHNOLOGY,
ALHAMBRA, CALIFORNIA

ID CODE 00050228(MC)

ID CODE 00274252(BC)

Subject: Denial of Application for the Renewal of Accreditation

Dear Dr. Schipper:

At its August 2017 meeting, the Council considered your institution's application for renewal of its accreditation and the show-cause directive issued to the institution on January 3, 2017, which is incorporated herein in its entirety by reference. The Council reviewed the reports by the teams that conducted site visits to the institution's Virginia and California campuses in May and June 2017 and the institution's responses to these site visit reports. The Council also considered the May 2017 Consent Agreement that the institution reached with the State Council of Higher Education of Virginia (SCHEV) regarding the institution's certificate to operate in Virginia; and the July 27, 2017, correspondence to the institution from SCHEV advising you that SCHEV staff again is recommending that SCHEV revoke the institution's certificate to operate in Virginia following a SCHEV audit conducted at the institution in June 2017.

The Show-Cause Directive listed eight significant findings of noncompliance, which the Council directed the site visit teams to incorporate into their review. The site visit reports completed by the teams identified 18 findings of noncompliance at the Virginia campus and 41 findings of noncompliance at the California campus. In its response, the institution provided sufficient documentation to address many of the findings at the Virginia campus, although several findings remain, as outlined in more detail below. The institution chose not to provide a substantive response to the findings of noncompliance at the California campus.

The Council's review found that several critical components of operational and academic effectiveness remain from the Show-Cause Directive as documented by the evaluation teams and the institution's responses:

1. The institution has not been able to demonstrate the efficiency and effectiveness of the administration's oversight of basic operations (Section 3-1-202(a)). This finding is made on the basis of the following observations and determinations, which document a lack of administrative capability:
 - a. The institution first became accredited by ACICS in May 2015, following a prolonged and challenging application process. In early 2016, the Council was advised by SCHEV that the institution was significantly out of compliance with SCHEV standards, which are similar in material ways to Council accreditation standards, and that SCHEV was moving to revoke the institution's certificate to operate. Following receipt of the SCHEV action, the Council conducted a limited June 2016 site visit to the Virginia campus to review the campus's operations. The resulting site visit report identified 13 findings of noncompliance, many of them significant, just a year after the institution first became accredited. After reviewing the June 2016 team report and the institution's response, the Council directed the institution to show cause why its accreditation should not be withdrawn, and it directed full-team special visits to both campuses. These October 2016 site visit reports identified a total of 32 findings of noncompliance for the two campuses, less than 18 months after the institution first gained accreditation. The most recent team visits identified a total of 59 findings of noncompliance across both campuses. This history is persuasive evidence that the institution has failed continuously and materially to demonstrate a basic understanding of accreditation standards and the Council's expectations for accredited institutions.
 - b. Many of the findings of noncompliance are recurring, indicating an inability or unwillingness by the institution to follow through on commitments to the Council regarding efforts to prevent repeated findings. Repeat findings include, without limitation, concerns about the efficiency and effectiveness of the institution's administration; accuracy and completeness of institutional records; curriculum issues, including complete and correct course syllabi and identification of course prerequisites; publications and advertising; and the actual and documented qualifications of faculty to teach their assigned courses. The institution in some cases has provided documentation that these issues have been corrected, only for the Council to find the same issues on subsequent site visits.
 - c. Rather than respond to the site visit report regarding the 41 findings of noncompliance at the California campus, many of them significant, the institution instead advised the Council of its intention to cease new enrollments and to close the campus. This decision fails in any way to address the inadequacies of the educational

- experience the institution is providing to its students enrolled at the California campus and the campus's continuing failure to comply with fundamental accreditation expectations.
2. The site visit team found that, at the time of the visit to the Virginia campus, only two students were enrolled in the Associate of Arts in Business Administration (AABA) program, and only four students were enrolled in the Bachelor of Science in Accounting (BSA) program. The team found, and the Council concurs, that these enrollments are insufficient to support regularly scheduled instruction in these programs. The institution's response states that it plans to discontinue all associate's degree programs in Virginia. The institution's response to the issue of inadequate enrollment in the bachelor's degree program states, in its entirety, "ACCT believes that by no longer offering the associate degree and enrolling its students in the bachelor's degree, it will better serve each of the bachelor degree programs by providing a continuous flow of students throughout the bachelor degree program." The institution provided no reasoning that would demonstrate how discontinuing the AABA program is going to have any material impact on the enrollment in the BSA program or any reason for the Council to conclude that the resulting enrollments will be sufficient to support regularly scheduled classes in the BSA program (Section 3-5-204).
 3. The repeated findings of material noncompliance with the Council's accreditation standards, along with the institution's ongoing issues with SCHEV, call into question the integrity of the institution and the professional competence of its leadership (Section 3-1-202).

Council Action

Therefore, the Council acted to **deny the institution's application for renewal of accreditation.**

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 following 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.

Institutional Teach-Out Plan

Finally, if the institution exercises its appeal rights, in compliance with Section 2-2-303 of the *Accreditation Criteria*, the institution is directed to provide the Council with an Institutional Teach-Out Plan, utilizing the **online Institutional Teach-Out Plan** application in the ACICS Member Center. This Institutional Teach-Out Plan must be completed as part of the institution's appeal and must pertain to both campuses.

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.

Please contact Mrs. LaToya Boyd at (b)(6)@acics.org or (202) 336-(b)(6) if you have any questions.

Sincerely,

(b)(6)

Michelle Edwards
President

- c: Dr. Cynthia Worthen, Alhambra branch campus (b)(6)@acct.edu)
- Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education (b)(6)@ed.gov)
- Ms. Nancy Gifford, U.S. Department of Education, School Participation Team, Region III (b)(6)@ed.gov)
- Ms. Martina Fernandez-Rosario, U.S. Department of Education, School Participation Team, Region IX (b)(6)@ed.gov)
- Ms. Sylvia Rosa-Cassanova, State Council of Higher Education for Virginia (b)(6)@schev.edu)
- Ms. Leeza Rifredi, California Bureau for Private Postsecondary Education (b)(6)@dca.ca.gov)

This meant to supplement the ACICS final report on ACCT; we hope it will be added to the record:

First, we are hopeful that ACICS will regain its recognition with the US Department of Education as an accrediting body . Our college learned much and gained much over the past two years as an ACICS member institution. We have been able to successfully implement all corrections and additions cited during several site visits which added together helped make us a better, more organized campus.

I wish the record to reflect some important elements which some of the ACICS audit reports have also reported in the past, but the final report left blank:

ACCT's students overwhelmingly report favorable comments about their education, the faculty, the campus student support services and the facilities. Employers rate our graduates (their employees) highly; our graduates consistently report very high satisfaction with the college and their education; ACICS audit reports have praised the qualifications and competence of our faculty and the morale and attitudes of our students about our college.

During 2010-2017 our staff grew in number from five to 150; we have not yet received a formal complaint from any students. Our Retention rate is consistently above the ACICS standard as is our placement rate. We have more than 500 graduates currently working in their professional fields in the US. Our tuition remains more affordable than all other universities in northern Virginia; we awarded more than \$1 million in scholarships to students last year; we graduated 450 students in June.

All of these have been noted previously by ACICS auditors Though only seven years old ACCT has earned an international reputation for quality in the classroom and for our treatment of students.

We appreciate you adding this to our final record.

Sincerely,

William V Schipper, PhD

President and CEO

American College of Commerce and Technology