

- 9.42 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 the equivalent?  
 Yes     No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes     No
- 9.44 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 (institution offers all four years of the degree)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.46 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)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes     No

**GENERAL COMMENTS:**

Students interviewed by the team were highly complimentary of the campus, administrators, teachers and curriculum.

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

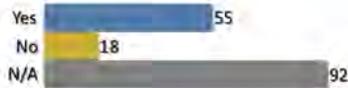
<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
<b>1.</b>	<b>3-3-303(a)</b>	One student was miss-classified on the 2013 CAR (page 69).

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 programs.

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 unduly pressured during enrollment?



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.







**NEW GRANT**

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**600 SW 10<sup>th</sup> Avenue, Suite 400**  
**Portland, OR 97205**  
**ACICS ID Code: 00038375**

Julia Brooks, Campus President (jbrooks@portland.chefs.edu)  
 (acicsinfo@portland.chefs.edu)

May 7-8, 2014

Dr. Joyce J. Caton	Chair	Retired Educator	Wentzville, MO
Ms. Pan Fuchs	Student-Relations Specialist	Sr. Director, Accreditation/Licensing Corinthian Colleges, Inc.	Los Angeles, CA
Mr. Terry Owens	Educational Activities	Retired, Southern Illinois University	Carbondale, IL
Ms. Mary Mendenhall	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
PORTLAND, OR**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Academic Associate's Degree	Le Cordon Bleu Culinary Arts ***	107	221	89.0%	83.0%	85.1%	77.3%
Associate of Occupational Studies	Academic Associate's Degree	Le Cordon Bleu Patisserie and Baking ***	106	64	97.0%	<b>65.0</b> %	86.2%	76.4%
Certificate	Certificate	Le Cordon Bleu Culinary Arts ***	55	73	79.0%	80.0%	74.6%	<b>69.2%</b>
Certificate	Certificate	Le Cordon Bleu Patisserie and Baking***	55	18	80.0%	<b>64.5</b> %	73.5%	<b>47.1%</b>
		Total Enrollment	376					

*Notes:* Type in bold any retention rate below 65 percent (programs >1 year in length) or 70 percent (programs ≤1 in length) and any placement rate below 70 percent. Delete either *Sem.* or *Qtr.* in the column 3 heading. Add or delete rows as needed.

\*\*\* All programs are programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission and have current grants that expire 6/30/2019. Therefore, none of the programs were reviewed by the team.

## INTRODUCTION

Le Cordon Bleu College of Culinary Arts in Portland, formerly known as Western Culinary Institute, was established in 1983 to meet the growing demand for professionally trained chefs and quickly gained a national reputation. In 1996 Career Education Corporation entered the field of culinary arts when it acquired the Western Culinary Institute. In 1999 Le Cordon Bleu College in Portland began its partnership with Le Cordon Bleu

International. In November 2009, CEC's culinary education group ("CEG") finalized a name change and the school name was changed to its current name of "Le Cordon Bleu College of Culinary Arts."

Portland offers a striking background for Le Cordon Bleu College of Culinary Arts as it is home to a vibrant and growing dining scene. In 2007 the *Food Network Awards* recognized Portland as their "Delicious Destination of the Year: A rising city with a fast-growing food scene". In 2002 *Gourmet Magazine* dubbed the city "the next Napa". And *Travel + Leisure* ranked it #1 in Farmers' Markets in its 2009 "America's Favorite Cities" issue. Consequently, Portland is a food hot bed, spawning many of the up and coming chefs, including some James Beard winners. The city is abundant with locally-grown produce and seafood from local fisheries, and the region is #3 in the nation in the number of wineries. Portland is also recognized for its brewpubs, food carts, coffee shops, green spaces and gardens.

The age of the majority of the student population falls within 20-29 years of age, but ranges from 17 – 50 and over. The male population of 53 percent is slightly larger than that of the female population which is 44 percent allowing for 3 percent undisclosed. The ethnicity breakdown of the student population is comprised of 62 percent White, 2 percent American Indian or Alaska native, 2 percent Asian, 6 percent Black or African American, 3 percent Hispanic, 20 percent Native Hawaiian or Other, 3 percent two or more races, and 2 percent not disclosed.

The campus provided a complete, well organized set of materials for the team to review and efficiently provided requested additional documentation as needed. In addition, the team greatly appreciated the hospitality that made the site visit especially enjoyable.

**1. MISSION**

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement can be found on page 6 of the 2013-2014 Le Cordon Bleu College of Culinary Arts and California Culinary Academy catalog.
- 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 and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

**CAMPUS EFFECTIVENESS**

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is an additional location, does the additional location 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 five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes  No

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

Measurements of student learning outcomes include:

- National Environmental Health Association (NEHA) test results,
- externship evaluations including a written paper,
- SAP results, and
- American Culinary Federation Education Foundation Accrediting Commission competency examinations.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes  No  Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No  Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes  No  Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

Placement:

The career services department will continue to strive to reach placement goals through the following:

- increasing engagement with the students from the very beginning of their education to foster and encourage the development of strong employability skills;

- developing a one on one relationship with a specific career services staff member to build consistency and connectedness with the career services department;
- offering job search and networking workshops weekly;
- expanding the diversity of employer relationships by further developing contacts with institutional food service providers and nontraditional employers;
- broadening the scope and number of employers invited to participate in the career and networking fairs held on campus;
- promoting the use of the Optimal Resume website for resume, cover letter and portfolio composition, interviewing skill assessment, as well as a resource for employer job postings;
- inviting industry professionals to participate in classroom presentations and panel discussions to broaden students' knowledge and understanding of the industry and chef expectations; and
- providing ongoing resources, inspiration and guidance for employment and externship opportunities.

#### Retention:

Specific activities to improve retention include:

- utilizing the academic leadership team (director of education, associate registrar, and three lead instructors) to monitor attendance daily with the goal of increasing retention;
- conducting a weekly retention meeting with the academics team who reviews students on the last date of attendance (LDA) list, potential externship problems, students with financial difficulties, students on the leave of absence list, and any other students that may be at risk of dropping out of school after each faculty member has gone through an advising process with any student who has dropped below the B level. The student then meets with the faculty member to discuss what may be hindering their progress and to formulate a plan to help the student get on track in the class;
- developing a team consisting of academic leadership and the career services department to encourage students to look for work in the culinary industry while they are in school; and
- focusing on the timing of the delivery of the programs to satisfy the individual student's needs.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes       No

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

Yes       No

(c) That periodic progress reports have been completed.

Yes       No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Ms. Julia Brooks, president, has the ultimate responsibility for implementing and monitoring the CEP. Ms. Brooks holds a bachelor's degree in Business Administration from California State University, Northridge. In addition she holds a Service Permit from Oregon Liquor Control Commission that expires in 2018 and a ServSafe Certification. Ms. Brooks has held a variety of management positions with Le Cordon Bleu College of Culinary Arts since 2001 including positions such as vice president of finance, interim president, campus president in Austin, Texas for approximately five years and her current position in Portland for the past four years. In addition, Le Cordon Bleu College of Culinary Arts Portland established the Campus Effectiveness Team (CET) with representation from various school departments that meets on a periodic basis. In addition to Ms. Brooks, the CET committee members are:

- Matt Kuerbis, Director of Education;
- Marsha Parmer, Director of Career Services;
- Kathryn Stone, Bus. Operations Manager;
- Ronald Costa, Lead Instructor;
- Emma Nowell, Lead Instructor;
- Daniel (DJ) Wendeborn, Lead Instructor; and
- Mario Novo, Reg. Operations Consultant.

- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes     No     Not Applicable (new additional location or initial applicant only)

### COMMENDATIONS:

It was clear to the team that the CEP is a working document that serves as a basis for the day to day operations of the administration, faculty and staff. The team appreciated the amount of data generated within the development of the document that led to administrative decisions.

## 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 Does the campus:  
 (a) Adequately train its employees?  
 Yes     No  
 (b) Provide them with constant and proper supervision?  
 Yes     No  
 (c) Evaluate their work?  
 Yes     No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes     No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:  
 (a) Clearly understand their duties and responsibilities?  
 Yes     No  
 (b) Know the person to whom they report?  
 Yes     No  
 (c) Understand the standards by which the success of their work is measured?  
 Yes     No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes     No

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

Yes     No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes     No

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?

Ms. Julia Brooks, president, is responsible for the financial oversight of the campus. As stated above, Ms Brooks holds a bachelor's degree in Business Administration from California State University, Northridge. In addition she holds a Service Permit from Oregon Liquor Control Commission that expires in 2018 and a ServSafe Certification. Ms. Brooks has held a variety of management positions with Le Cordon Bleu since 2001 including positions such as vice president of finance, interim president, campus president in Austin, Texas for approximately five years and her current position in Portland for the past four years.

### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes     No

3.02 Are all staff well trained to carry out administrative functions?

Yes     No

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

Ms. Julia Brooks, president, is the on-site administrator. As previously stated, Ms Brooks holds a bachelor's degree in Business Administration from California State University, Northridge. In addition she holds a Service Permit from Oregon Liquor Control Commission that expires in 2018 and a ServSafe Certification. Ms. Brooks has held a variety of management positions with Le Cordon Bleu College of Culinary Arts since 2001 including positions such as vice president of finance, interim president, campus president in Austin, Texas for approximately five years and her current position in Portland for the past four years.

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

Yes     No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes     No     Not Applicable (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

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

Yes  No *(Skip to Question 3.11.)*

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

3.13 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

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

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

3.16 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

#### COMMENDATIONS:

The members of the leadership team of the campus work effectively with each other to meet the mission of the organization. Not only do they function effectively in their appointed roles, but they also enjoy working with and supporting each other and their students.

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 10 graduate, 10 withdrawn and 15 active student files for a total of 35 student files.

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

Yes  No

4.03 Does the campus have appropriate admissions criteria?

Yes  No

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

Yes  No

4.05 Is there evidence 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)?

Yes  No

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

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

While the campus is interviewing for a new director of admissions, Ms. Julia Brooks, president, is overseeing the admissions department. She holds a bachelor's degree in Business Administration from California State University, Northridge. Ms. Brooks worked as an accountant for several years prior to being hired as an interim president in the Career Education Corporation's Le Cordon Bleu culinary division, a position she held for five years. She was appointed president of the Le Cordon Bleu College of Culinary Arts campus in Austin, Texas in 2005 and was promoted to her current position at the Portland

campus in 2010. Additionally, she was appointed as the Le Cordon Bleu College of Culinary Arts market president for the Pacific Northwest Region in 2013.

- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?  
 New admissions representatives complete an extensive training program upon hire to familiarize themselves with the standardized enrollment process utilized by all of the Le Cordon Bleu College of Culinary Arts campuses. This is followed up by weekly training sessions attended by all of the campus admissions representatives to review any new processes, expand product knowledge of the programs and discuss pertinent issues. All admissions representatives are reviewed quarterly with an observation of a first phone contact with a prospective enrollee and then with an observation of the first face-to-face interview with a prospective enrollee. Additionally, on a quarterly basis another Le Cordon Bleu College of Culinary Arts campus admissions manager conducts a secret shopper call and relays the results to the local campus president and director of admissions. All of these processes from initial hire to periodic reviews are utilized to ensure consistency and accuracy in the admissions process.
- 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
- 4.13 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No

- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes  No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes  No  Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes  No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes  No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?  
 The standards of satisfactory academic progress (SAP) policy is published on pages 112 -114 of the 2013 - 2014 catalog.

- 4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)
- Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)
- A warning status.  
 Yes  No  Not Applicable (campus does not use)
- A probationary period.  
 Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes  No

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?

Yes  No  Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

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 status?

Yes  No  Not Applicable (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, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes  No

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 (campus does not have extended enrollment and/or does not participate in financial aid)

- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (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)
- 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?  
Mr. Matthew Kuerbis, director of education, administers the satisfactory academic progress activities for all of the culinary programs at Le Cordon Bleu College of Culinary Arts. He holds a master's degree in education from Portland State University and a bachelor's degree in environmental conservation from the University of Colorado. He began teaching at Le Cordon Bleu College of Culinary Arts in 2004 and has served as director of education since 2011. Prior to starting at Le Cordon Bleu College of Culinary Arts, Mr. Kuerbis gained eight years of professionally related experience working at various restaurants. He maintains membership in the American Culinary Federation and has completed continuing education activities.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 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 Question 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

- 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 (campus has not changed tuition or fees)
- 4.46 Is the campus' 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 Is the campus following its stated refund policy?  
 Yes     No
- 4.49 Does the campus participate in Title IV financial aid?  
 Yes     No (*Skip to question 4.57*)
- 4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?  
 Ms. Katie Stone, the business operations manager, oversees the financial aid activities for the campus. She holds a bachelor's degree in English from the University of California, Los Angeles. She worked for a year as an account executive for Infinity Broadcasting prior to being hired as a tuition planner for this campus in 2004. She was promoted to the director of student finance in 2007 and then to controller in 2008. To supplement her position, she completed a series of accounting courses at Portland Community College. In March 2011 she was promoted to the business operations manager for the campus.
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes     No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes     No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Stone is an active member of the Oregon Association of State Financial Aid Administrators and has attended their annual conferences in 2012 and 2014. Additionally, she has attended multiple Veterans Administration regional meetings. The financial aid staff at the corporate office hold bi-weekly calls to review any updates and answer questions, as well as sending emails with any pertinent information related to financial aid processing.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes  No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes  No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes  No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Student services support begins at the new student orientation and is followed up by the key managers meeting with new students each week during their first six weeks of class to ensure that students have their questions answered and a clear understanding that all managers and staff are available to assist students as needed. Besides individual tutoring, the campus provides a hands on skills lab twice per week for students to practice their techniques or make up any missed work. The director of education and all faculty have copies of local support services information to provide to students as needed. This information is also posted on one of the campus bulletin boards. There is an open door policy among all of the managers, making them easily accessible to students.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes  No  Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

The director of career services is Ms. Marsha Parmer. She holds a bachelor's degree in **B**iology, **S**cience, **S**ocial **S**cience and **P**psychology from Portland State University. She worked in various capacities at this campus beginning in 1986 until she was promoted to the director of career services in 1996. Her extensive time in this position has resulted in her building a broad professional and personal network that is valuable in developing externship sites and job leads.

- 4.61 Does the campus offer employment assistance to all students?  
 Yes     No     Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes     No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 515  
 The ending enrollment reported on the previous year's CAR is 515
- 4.64 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
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 Entrance counseling regarding loan repayment is completed online and the final exit counseling is provided by mail and email since the majority of financial aid functions are performed online by students interacting with a financial aid staff member located at the corporate office. Default management is also controlled by staff at the corporate level.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 The campus has a wide array of student clubs such as the Vets Club, ACF Hot Foods Team, Sugar Showpiece Club, Brewery Club and Catering Club. There is a student ambassador program that provides peer to peer mentoring and support at activities such as graduations. There are many community service activities including monthly work at the Ronald McDonald House and various catering events. Students participate in the Bite of Oregon and Feast Festivals each summer.

#### COMMENDATIONS:

The team commends the entire staff and faculty for their exceptionally positive and cooperative spirit as they work together to provide students with the skills and training required to succeed in their chosen profession. This positive spirit radiates throughout the campus.

#### 5. EDUCATIONAL ACTIVITIES

- 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?  
 Mr. Matthew Kuerbis, director of education, oversees educational activities for all of the culinary programs at the Portland campus of Le Cordon Bleu College of Culinary Arts. He holds a master's degree in Education

from Portland State University- and a bachelor's degree in Environmental Conservation from University of Colorado. He began teaching at Le Cordon Bleu College of Culinary Arts in 2004 and has served as director of education since 2011. Prior to starting at Le Cordon Bleu College of Culinary Arts, Mr. Kuerbis gained eight years of professionally related experience working at various restaurants. He maintains membership in the American Culinary Federation and has completed continuing education activities.

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.

Le Cordon Bleu College of Culinary Arts utilizes lead instructors as program administrators. Position descriptions and interviews indicate they have the authority and responsibility for the development and administration of programs. Lead instructors in conjunction with the director of education and faculty hold weekly meetings to discuss programmatic issues as well as student retention efforts. They also hold more detailed faculty meetings once each six-week term which include discussions of curriculum related issues. Minutes from these meetings were on file for review. The lead instructors assist the externship coordinator in site recommendations and standards of quality. They also assist the director of education in writing performance evaluations for faculty, hiring and orientation, scheduling of classes as well as ensuring compliance with the various state and federal standards and health code requirements.

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 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 question 5.10)

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes     No (*Skip to question 5.14*)
- 5.11 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 in length)?  
 Yes     No
- (b) Student placement rate of 70 percent?  
 Yes     No

If *No*, does the campus provide one of the following:

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     Not Applicable

- 5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable

How many calls to employers or graduates were attempted?

The following number of calls was attempted by program:

Certificate program in Culinary Arts: 14

Certificate program in Patisserie and Baking: 5

Academic associate's degree program in Culinary Arts: 4

Academic Associates in Patisserie and Baking: 3

How many calls to employers or graduates were successful?

The following number of calls was successful by program:

Certificate program in Culinary Arts: 7

Certificate program in Patisserie and Baking: 5

Academic associate's degree program in Culinary Arts: 4

Academic Associates in Patisserie and Baking: 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

Certificate program in Culinary Arts: 7

Certificate program in Patisserie and Baking: 5

Academic associate's degree program in Culinary Arts: 4

Academic Associates in Patisserie and Baking: 2

- 5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes     No     Not Applicable

**FOR ALL CAMPUSES**

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

Yes  No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes  No

5.16 What provisions are made for individual differences among students?

Discussions with faculty and a review of supporting documentation confirmed participation in faculty in-service training sessions devoted to individual learning styles and differences. The faculty cited examples of instructional delivery methods that include various lecture techniques, demonstration techniques, and one-on-one instruction. If students need additional time beyond the designated lab time to master a skill, they are referred to a skills lab. Skills lab maintains a Tuesday/Thursday schedule each term with a designated faculty member assignment. The skills lab structure is designed to accommodate courses at all levels.

Most lab assignments require students to work in teams. Generally team composition pairs stronger students with weaker students. In addition to providing an opportunity for peer mentoring for the weaker students, this team format gives the stronger students the opportunity to experience issues that arise in the workplace kitchen related to team work issues.

The director of education conducts weekly discussion sessions with the faculty that specifically focuses on retention efforts. The faculty and administration identify students who may need extra assistance and devise strategies for assistance. These sessions may include admissions staff who were involved in the recruitment of the student since they may have additional insight into the student's needs that may not be easily identifiable in the classroom.

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

Le Cordon Bleu College of Culinary Arts utilizes a uniform curriculum at all campuses. The curriculum is developed by a curriculum committee comprised of directors of education from selected campuses and two master chefs. The curriculum, including detailed syllabi and daily lesson plans, is maintained on the web utilizing SharePoint software. Each campus director of education utilizes lead instructor, faculty, and advisory committee feedback and recommendations to identify suggested curricular changes. In addition, placement, retention, student satisfaction, graduate and employer comments are reviewed to assess the effectiveness of the programs. Information from these processes may be forwarded to the curriculum committee by the director of education or by individual faculty members.

5.18 Does the faculty participate in this process?

Yes  No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

Yes  No

- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes     No     Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes     No
- 5.22 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, skip to 5.23)*
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes     No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes     No
- 5.25 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
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes     No
- 5.27 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) 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)
- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes     No

If Yes, how is this documented?

Faculty development plans identified in-service training as part of their professional development and included attendance documentation. In-service training sessions are included with the faculty meetings minutes that occur during each six week term. The minutes of these meetings documented the in-service training topics and attendance.

- 5.29 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
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes     No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes     No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes     No
- 5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?  
 Yes     No
- 5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?  
 Yes     No
- 5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?  
 Yes     No
- 5.38 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

## 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).  
 The campus is located in the heart of downtown Portland on the fifth floor of a building at 600 SW 10<sup>th</sup> Avenue, Portland, Oregon. The physical facility occupies approximately 39,000 square feet, including four lecture rooms, seven professionally equipped kitchen classrooms, two demonstration kitchens with audiovisual equipment and a computer lab/on-line library. Kitchen labs are equipped with food preparation equipment found in the industry for the students' use in practicing a variety of culinary, baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the

industry. Public parking is available within one city block and there is also public transit that stops within one block of the campus.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize campus additions?

Yes  No

6.04 Are all facilities (including additional space and campus additions) 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 campus additions)?

(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

#### COMMENDATIONS:

The team would like to commend the campus on the extensive use of information and items of interest on all of the bulletin boards and television screens that line the hallways and the public computers available to students for their own personal use that line the main hallway.

#### 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The team reviewed the 2013-2014 Le Cordon Bleu College of Culinary Arts and California Culinary Academy catalog and the 2013-2014 catalog addendums dated May 6 and 7, 2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?

Yes  No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes  No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes  No

- (b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 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 listing of all scholarships, grants, and/or loans offered.  
 Yes     No     Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).

Yes  No  Not Applicable (initial applicants only)

7.05 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

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

Yes  No

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

Yes  No  Not Applicable

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

Yes  No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes  No (Skip to Question 7.08.)

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

Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes  No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (Skip to Question 7.10.)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?

Yes  No

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 advertising campaign includes television, radio, print, electronic and online advertising.

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 (*Skip to Question 7.14.*)

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No (*Skip to Question 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 (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

Le Cordon Bleu College of Culinary Arts provides information relevant to its employment rates, tuition and costs, financial aid and median loan debt, retention and graduation rates.

Where is this information published and how frequently is this information being updated?

The institutional performance information is published on the Le Cordon Bleu College of Culinary Arts Portland's website and it is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

- 8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the 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 regional directors of library service select current and relevant materials that support the curriculum offered by the institution. They strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited from the campus faculty and staff and submitted in writing or via email. New materials are acquired in anticipation of emerging curriculum modifications. Furthermore, the regional directors of library services review all course syllabi and project assignments to ensure that the library resources sufficiently support instructional delivery.

The Portland campus of Le Cordon Bleu College of Culinary Arts maintains a committee entitled the Shared Services Library Team. This team collects and documents statistics on monthly usage of the various data bases which is reported to the regional director of library services. This data is used to determine viability of the data bases which are the primary source of information for the students.

Are these methods appropriate?

Yes  No

- 8.06 Is the library staff adequately trained to support the library?  
 Yes  No

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

- 8.07 Is the campus' 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 year's library budget is: \$23,056.

- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
The budget is based on the calendar year. As of the date of the site visit, \$20,762 or 90% has been expended. The budget allocation includes: \$16,250 or 70.4% for equipment; \$5,429 or 23.5% for hardcopy and database subscriptions; \$125 or 0.5% for library tools; \$658 or 2.9% for copyright permissions; and \$592 or 2.6% for professional development.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 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 observed a continuous and robust use of the library during the visit. Interviews with the faculty indicate students are required to use the library in all courses in the major and general education courses. The faculty identified assignments that require students to prepare reports on restaurant operations, food products, and trends in the industry. Students utilize the extensive data base software available online to develop recipes and for meal planning. Students commented that resources in the library are an important reference resource for completing classroom assignments.
- 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 Describe any full-text online collections available to students.  
Academic Search Premier  
Culinary Arts Collection  
EbscoHost eBook Collection  
Credo Reference  
Food Science Source  
MasterFILE Premier  
Proquest Newsstand

**Opposing Viewpoints Resource Center**

- 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 is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 Ms. Sharon Tani is the Le Cordon Bleu College of Culinary Arts regional director of library services assigned oversight of the Portland campus. She has a master's of Library and Information Science from San Jose State University. She has been serving in this position since 2011.

Mr. Matthew Kuerbis, director of education, is assigned local oversight of the library. His personnel file contained verification of training with the regional director of library service.

Student workers in the library also complete an online training program with the regional director of library services. The library is open from 6:00 a.m. to 9:00 p.m. Monday through Friday and 9:00 a.m. to 4:00 p.m. on Saturday.

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 campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) 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 (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 Are the hours the library is open adequate to accommodate the needs of all students?

Yes  No

8.24 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 NONDEGREE PROGRAMS ONLY**

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes  No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes  No

8.27 Is there a current inventory of instructional resources?

Yes  No

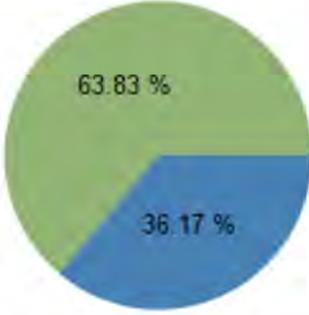
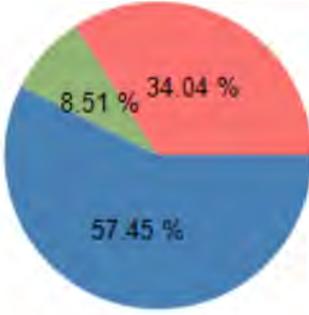
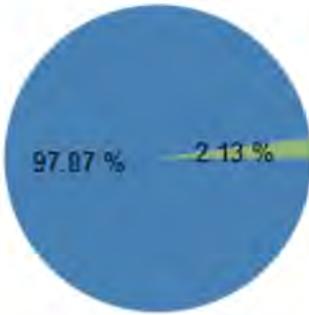
8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

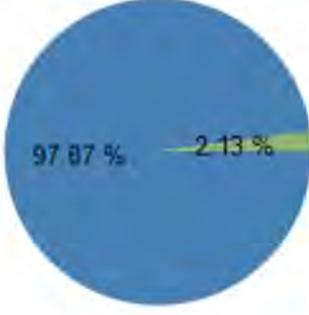
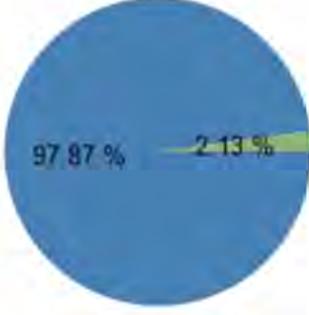
Yes  No

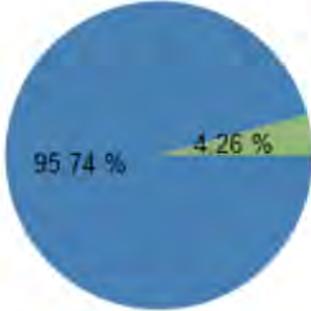
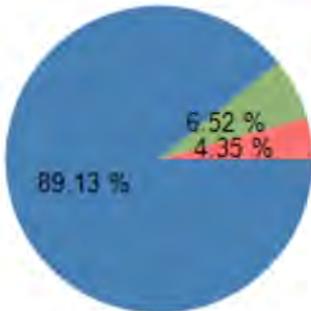
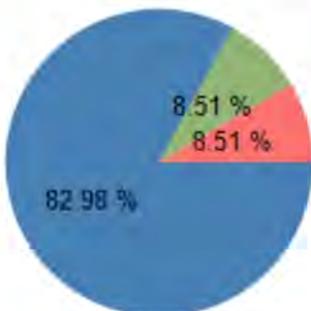
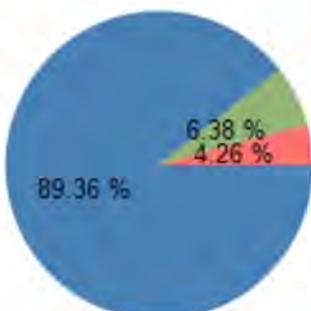
**SUMMARY**

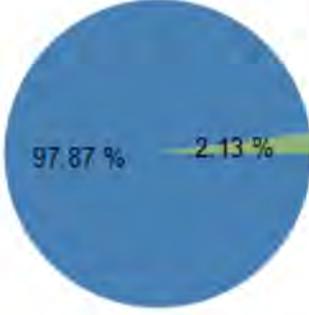
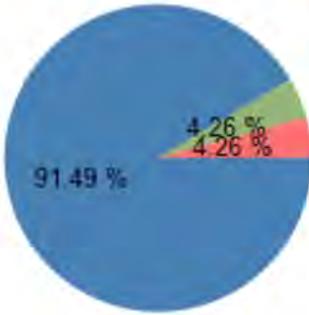
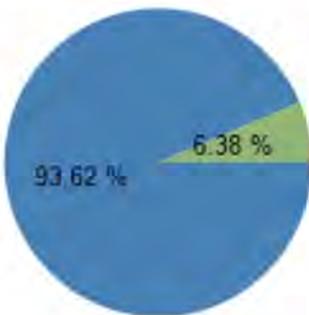
The institution has no areas of noncompliance with the *Accreditation Criteria*.

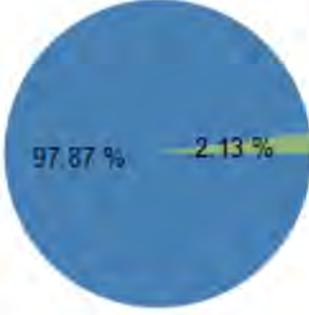
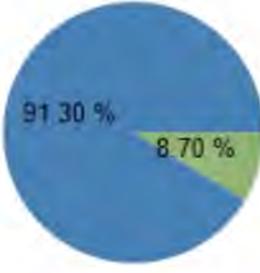
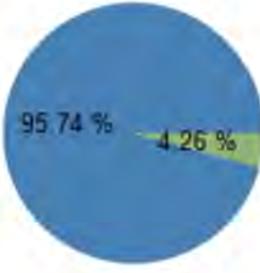
**Student Survey Response Summary Graph**

Personify Id	Survey Question	Category	Count	
00038375				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	17	 <p>Legend: Yes (blue), No (green)</p>
		No	30	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	27	 <p>Legend: Yes (blue), No (green), N/A (red)</p>
		No	4	
		N/A	16	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	46	 <p>Legend: Yes (blue), No (green)</p>
		No	1	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
No	1						
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> </table>	Yes	46	 <p>100.00 %</p>		
Yes	46						
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
No	1						
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
No	1						

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>45</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	45	No	2	 <p>95.74 % 4.26 %</p>		
Yes	45								
No	2								
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>41</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	41	No	3	N/A	2	 <p>89.13 % 6.52 % 4.35 %</p>
Yes	41								
No	3								
N/A	2								
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>39</td> </tr> <tr> <td>No</td> <td>4</td> </tr> <tr> <td>N/A</td> <td>4</td> </tr> </table>	Yes	39	No	4	N/A	4	 <p>82.98 % 8.51 % 8.51 %</p>
Yes	39								
No	4								
N/A	4								
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>42</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	42	No	3	N/A	2	 <p>89.36 % 6.38 % 4.26 %</p>
Yes	42								
No	3								
N/A	2								

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>		
Yes	46								
No	1								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>		
Yes	46								
No	1								
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>43</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	43	No	2	N/A	2	 <p>91.49 % 4.26 % 4.26 %</p>
Yes	43								
No	2								
N/A	2								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>44</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	44	No	3	 <p>93.62 % 6.38 %</p>		
Yes	44								
No	3								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	Yes	46	
		No	1	
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	Disagree	4	
		Agree	42	
	<p><b>5.2. I would recommend this school to others.</b></p>	Disagree	2	
		Agree	45	



## RENEWAL OF ACCREDITATION VISIT REPORT

**Le Cordon Bleu School of Culinary Arts**  
**350 Rhode Island Street**  
**San Francisco, CA 94103**  
**ACICS ID Code: 00048280**

Chef Lisa Wilson ([LWilson@sf.chefs.edu](mailto:LWilson@sf.chefs.edu))  
[www.chefs.edu/San-Francisco](http://www.chefs.edu/San-Francisco)

### MAIN CAMPUS

~~International Academy of Design & Technology~~  
~~3725 W. Grace Street~~  
~~Tampa, FL 33607~~

~~Main Campus ID Code: 00011161~~

January 28 and 29, 2015

Dr. Harpal S. Dhillon	Chair	President, Intelligent Education Solutions, Inc.	Annandale, VA
Ms. Kathryn Sellers	Student-Relations Specialist	On-Line Professor, Everett College	St. Augustine, FL
Ms. Lisa Bynoe	Educational Activities/Library	Associate Professor of Business, Argosy University	Charlotte, NC
Mr. Antony D. Osborne	<del>Culinary Arts</del> /Patisserie & Baking	Education of America	Birmingham, AL
Ms. Jocelyn Harris	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY**  
**Le Cordon Bleu College of Culinary Arts**  
**San Francisco, California**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement (%)			
						2014		2013	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies**	<u>Occupational</u> Associate's <u>Degree</u>	Le Cordon Bleu Culinary Arts	1550	107	178/0	74	73	86	75
Associate of Occupational Studies*	<u>Occupational</u> Associate's <u>Degree</u>	Patisserie and Baking	1510	106	26/0	89	N/A	N/A	N/A
Certificate**	Certificate	Le Cordon Bleu Culinary Arts	940	55	69/0	81	74	79	70
Certificate	Certificate	Patisserie and Baking	940	55	60/0	81	74	86	75

**TOTAL** [333/0]  
**ENROLLMENT**

\* Program reviewed for the first time

\*\* Program(s) not reviewed because of specialized accreditation by American Culinary Federation, expiring on June 30, 2018.

## INTRODUCTION

Please use this page to give a narrative introduction of the campus.

Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.

Le Cordon Bleu of North America is the largest provider of quality culinary arts education worldwide. The network of 17 Le Cordon Bleu schools in the United States offers culinary students a hands-on education with faculty dedicated to providing students with the necessary skills, knowledge, support and guidance to pursue fulfilling career opportunities in the culinary arts, and patisserie and baking. Le Cordon Bleu College of Culinary Arts (LCBC) is a member of the Career Education Corporation (NASDAQ:CECO) network of universities, colleges and schools.

Le Cordon Bleu College of Culinary Arts, San Francisco (LCBCA-SF) has its origin in California Culinary Academy (CCA), which was founded in 1977 in San Francisco as a professional training school for aspiring chefs. CCA was the first institution of its kind in the western United States. The first campus of CCA was located at California Hall at 625 Polk Street in San Francisco. In 1982, The Accrediting Commission of Career Schools and Colleges of Technology (ACCSC) accredited CCA.

To cope with the steady rise in student enrollment, CCA operated in facilities at multiple locations in San Francisco between 1994 and 2007. In 2004, CCA started conducting classes at 350 Rhode Island Street. This location became the main campus of CCA in 2007, when all academic and administrative operations were consolidate at this facility. The dormitories operated by CCA were closed in 2008. The Education Foundation Accrediting Commission (EFAC) of American Culinary Foundation (ACF) accredited the Associate of Le Cordon Bleu Culinary Arts and the Certificate in Le Cordon Bleu Culinary Arts programs at CCA in April 2011. CCA was granted institutional accreditation by ACICS in August 2011, and the ACCSC institutional accreditation was renewed in the same year. In May 2013, CCA changed its name officially to Le Cordon Bleu College of Culinary Arts, San Francisco.

Currently, the San Francisco campus of LCBC has 333 full-time students in two academic associate degree (204 students) programs, and two certificate programs (129 students). The student population has about 50 percent male and 50 percent female split. The student age distribution is skewed towards young adults. The average age of students has ranged between 27 and 32 years. The youngest student is 18 years old and the oldest student is 65 years old. In 2014, 89 percent of the students did not identify themselves as members of a specific ethnic group. However, it is evident that the proportion of students belonging to the Asian and Hispanic ethnic groups is increasing every year.

Also include a description and explanation of any extenuating circumstances and/or any distinctive or unusual features of the campus or evaluation visit. If the campus has learning sites, describe how those locations are used for administrative and instructional purposes.

There are no extenuating circumstances and unusual features associated with this campus. LCBCA-SF does not operate any learning sites.

## REPORT QUESTIONS

### QUESTIONS

#### 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement for LCBC is presented on page 6 in the 2014-2015 school catalog.
- 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 and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

#### CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 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 five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new branch only)

(e) Student learning outcomes.

Yes  No

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

- Student engagement measured through the number of (i) qualitative warnings, (ii) quantitative warnings, and (iii) probationary status determinations per 100 students, in the context of Satisfactory Academic Progress (SAP).

- Pass percentage in standardized examinations such as National Certified Professional Food Manager Test conducted by National Environmental Health Association (NEHA).

- Quantitative and qualitative evaluation of student performance in externship projects.

- Numeric measure of employer satisfaction with the performance of recent LCBC graduates.

- Trends in grade point distribution in specific courses, cumulative grade point averages for students, percentage of students failing (Grade F) in each course.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes  No  Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes     No     Not Applicable (new branch or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes     No     Not Applicable (new branch only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

(a) A listing of the actions aimed at improving the student retention rates is provided below:

- Focusing on student attendance through indicators such as 'last day of attendance' (LDA) and re-enter and return from 'leave of absence' (LOA).
- Investigation of timing and reasons for dropping out of the school, with the objective of identifying effective corrective actions.
- Responding to results of student course evaluations and student satisfaction surveys with prompt and meaningful corrective actions, when appropriate.
- Enhancement of student engagement through the creation and implementation of more engaging classroom dynamics.
- Creation of opportunities for students to participate in clubs and community service groups/activities in the school.

(b) The actions aimed at improving graduate placement rate are listed below:

- Controlling the number of new enrollments in each degree/certificate program in response to variations in the employment market demands.
- Increasing the percentage of students placed in paid externships.
- Developing and maintaining a network of prospective employers and involving representatives of some employers in the program advisory boards.
- Making well-timed modifications in curriculum to cater to the changing skill needs of the employers of LCBC graduates.
- Preparing graduates for successful pursuit of job opportunities by helping them with resumes development and mock job interviews in the office of Career Services.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes     No

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

Yes     No

(c) That periodic progress reports have been completed.

Yes     No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Chef Lisa Wilson, the campus director for the San Francisco campus of LCBC, is the chair of the CEP committee, and is charged with the responsibility for leading the implementation and monitoring of the CEP.

Chef Wilson was appointed as the campus director for LCBC-San Francisco, in May 2014. Prior to her appointment as the campus director, Chef Wilson was the director of career services at this campus from 2007 to 2014. Between

1997 and 2007, she worked in various positions involving hotel and conference management as an employee of ARAMARK Services, Inc.

Chef Wilson secured the associate of arts degree in **p**Professional **c**Cooking from Baltimore International Culinary College in Baltimore, Maryland. She was awarded the bachelor's degree in **b**Business **m**Management by University of Phoenix in Phoenix, Arizona.

The other members of CEP committee are

- Market Director
- Director of Education
- Director of Admissions
- Business Operations Manager
- One Lead Instructor

- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes     No     Not Applicable (new branch or initial applicant only)

## 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 Does the campus:
- (a) Adequately train its employees?  
 Yes  No
  - (b) Provide them with constant and proper supervision?  
 Yes  No
  - (c) Evaluate their work?  
 Yes  No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes  No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes  No
  - (b) Know the person to whom they report?  
 Yes  No
  - (c) Understand the standards by which the success of their work is measured?  
 Yes  No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes  No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes  No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes  No
- 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?  
Chef Lisa Wilson, the campus director for the San Francisco campus of LCBC, is responsible for the financial oversight of the operations at this campus.  
Chef Wilson was appointed as the campus director for LCBC-San Francisco, in May 2014. Prior to her appointment as the campus director, Chef Wilson was the director of career services at this campus from 2007 to 2014. Between 1997 and 2007, she worked in various positions involving hotel and conference management as an employee of ARAMARK Services, Inc.  
Chef Wilson secured the associate of arts degree in Professional Cooking from Baltimore International Culinary

College in Baltimore, Maryland. She was awarded the bachelor's degree in bBusiness mManagement by University of Phoenix in Phoenix, Arizona.

**COMMENDATIONS:**

The administration personnel at the San Francisco campus of LCBC deserve to be commended for operating a high quality educational institution. Interviews with students and faculty confirmed the existence of a positive environment for instructors and students at this campus. The student externship opportunities available for students are diverse and very beneficial for students. The career progression of graduates of this institution is really impressive.

**3. ADMINISTRATION**

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes     No
- 3.02 Are all staff well trained to carry out administrative functions?  
 Yes     No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?  
Chef Lisa Wilson, the campus director for the San Francisco campus of LCBC, is the chief on-site administrator for this campus.

Chef Wilson was appointed as the campus director for LCBC-San Francisco, in May 2014. Prior to her appointment as the campus director, Chef Wilson was the director of career services at this campus from 2007 to 2014. Between 1997 and 2007, she worked in various positions involving hotel and conference management as an employee of ARAMARK Services, Inc.

Chef Wilson secured the associate of arts degree in **p**Professional **c**Cooking from Baltimore International Culinary College in Baltimore, Maryland. She was awarded the bachelor's degree in **b**Business **m**Management by University of Phoenix in Phoenix, Arizona.

3.04 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

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes  No  Not Applicable (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

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

Yes  No (Skip to Question 3.11.)

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

- 3.13 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
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 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**

##### **1. FOR ALL PROGRAMS**

- 4.01 How many student files were reviewed during the evaluation?  
The team reviewed 35 student files at Le Cordon Bleu College of Culinary Arts in San Francisco. Three of the 35 files contained satisfactory academic progress warning and probation status documentation, and five files contained evidence of transfer of credit evaluations.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No

- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence 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)?  
 Yes  No
- 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
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
Mr. Brent Wallace, director of admissions, is responsible for the oversight of student recruitment. Mr. Wallace has a bachelor's degree in rhetoric and public communication from Northern Illinois University. He has over 10 years' experience in college admissions and has been in his current position with Le Cordon Bleu - San Francisco since April 2014.
- 4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?

Following an interview with the director of admissions, the team determined the recruiting process for new students is compatible with the educational objectives of the campus. During a new student's initial interview, the admission representative presents the history and mission of Le Cordon Bleu, followed by information on program curricula, tuition, student services, and campus operating policies. In order to determine if the campus and the program of interest are the best fit for the new student, the admissions representative discusses the new student's educational goals and expectations. New students have the ability to meet with a financial aid representative, should they have questions prior to enrollment.

- 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
- 4.13 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)

If *Yes*, who holds this responsibility and what are this person's qualifications?

Ms. Rebecca Woods, campus business operations manager-market, is responsible on-site for administering student financial aid and is responsible for making final decisions regarding financial aid eligibility, packaging, awarding and disbursement. Ms. Woods has worked in higher education for nine years, serving in many capacities: student assistant, tuition planner, associate registrar, business operations manager and in her current position since July 2014. Ms. Woods has a bachelor's degree in criminal justice from California State University, Sacramento.

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes  No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes  No

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes  No  Not Applicable

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

Yes  No

4.21 Has the campus established articulation agreements with other institutions?

Yes  No *(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*

If Yes, has the campus published a list of institutions with which it has established the agreements?

Yes  No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

Yes  No

## 2. FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes  No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of academic progress policy are published in the Le Cordon Bleu catalog, effective May 2014, on pages 78-80.

4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (campus does not offer)

A warning status.

Yes  No  Not Applicable (campus does not use)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes  No

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?

Yes  No  Not Applicable (all programs are less than two years)

- 4.30 Are students who are not making satisfactory academic progress at the end of the second year 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 status?  
 Yes  No  Not Applicable (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, 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 (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (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)
- 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. Lilibeth Chapman, associate registrar, is responsible for the administration of satisfactory academic progress. Ms. Chapman began her employment at California Culinary Academy (now Le Cordon Bleu San Francisco) in November 2006. She has worked in admissions and student services/financial aid departments and was promoted to the role of associate registrar in the fall of 2013. She holds a bachelor's degree in computer information systems from DeVry University.

- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 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 Question 4.42.*)
- 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 (campus has not changed tuition or fees)

4.46 Is the campus' 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 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Rebecca Woods, campus business operations manager-market, is responsible on-site for administering student financial aid. As stated earlier in this report, Ms. Woods has worked in higher education for nearly a decade in many capacities. She has been in her current position since July 2014.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes  No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes  No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Rebecca Woods stays current with regulation and policy changes in financial aid by attending bi-weekly student finance calls, bi-weekly campus business operations manager calls, and supplemental trainings provided by the corporate office. Ms. Woods completed the Federal Student Aid (FSA) Coach program offered through the U.S

Department of Education. She is also a member of the National Association of Student Financial Aid Administrators.

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes     No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes     No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes     No *(Skip to question 4.58.)*
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 Le Cordon Bleu, San Francisco holds a mandatory new student orientation approximately one week before the start of each new session. All new students must attend this orientation or attend an individual orientation session. During orientation, the students attend sessions conducted by the various departments where they are briefed on the policies and procedures as well as the student portal, career services features, and student accounts/financial aid information. The academics department provides information to students regarding housing, transportation, learning or other disabilities on request. The campus provides weekly academic counseling to students who are placed on Satisfactory Academic Progress (SAP).
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes     No     Not Applicable (there have been no graduates)
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Chef Lisa Wilson, the campus director for the San Francisco campus of LCBC, is responsible for the oversight of counseling students on employment opportunities. Chef Wilson was appointed as the campus director for LCBC-San Francisco, in May 2014. Prior to her appointment as the campus director, Chef Wilson was the director of career services at this campus from 2007 to 2014. Between 1997 and 2007, she worked in various positions involving hotel and conference management as an employee of ARAMARK Services, Inc.  
 Chef Wilson secured the associate of arts degree in professional cooking from Baltimore International Culinary College. She was awarded the bachelor's degree in business management by University of Phoenix in Phoenix, Arizona.
- Ms. Wilson has two career services advisors who work directly with the students: Ms. Amy Milbrath and Ms. Chelsea Kidwell.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes     No     Not Applicable (campus enrolls only international students on a student visa)

- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 328  
The ending enrollment reported on the previous year's CAR is 328
- 4.64 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
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
All students must complete an entrance and exit interview. In addition, financial aid advisors advise students on responsible borrowing activities. Financial aid advisors also provide students with access to a financial literacy portal, which includes repayment calculators, modules on managing finances, loan repayment, and general financial literacy. Students can create a unique profile that tracks their progress and allows them to customize their experience. After leaving the programs, students have access to a dedicated team, which provides ongoing support to students during their grace period and loan repayment.
- 4.67 Describe the extracurricular educational activities of the campus (if applicable).  
Le Cordon Bleu-San Francisco hosts activities throughout the year coordinated by faculty, career services, and on-campus clubs. These activities include field trips (relating to the program of study), career expos, employer spotlights, participation in culinary competitions, fundraising activities for on-campus clubs, and student appreciation days. Students are encouraged to participate in various student clubs and organizations, including the Iron Toques, the Fermentation Club, the Molecular Gastronomy Club, and the Student Board.

## 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?

Chef Tim Grable is the interim director of education and the person assigned to oversee the educational activities of all programs at the campus. Chef Grable has held this position since 15 Dec 14. Academically, Chef Grable earned a master's degree in education from American Intercontinental University, a bachelor's degree in culinary management from Le Cordon Bleu, and an associate's degree, as well as a certificate in culinary arts both from the California Culinary Academy. Experientially, Chef Grable has been with the campus since 2002 and has held positions of increasing responsibility including, instructor, executive chef, program chair, and lead instructor.

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 program administrators to have sufficient authority and responsibility for the development and administration of its programs via several collaborative efforts. The faculty, administration, and advisory boards collaborate to establish and maintain the educational objectives at Le Cordon Bleu- San Francisco. Additionally, the local campus administrators also consult with Career Education Corporation (the parent company) academic leadership to share input, gain insight, guidance and support. The director of education (DOE) works with

program and department chairs and other academic support elements on program development and refinement. Furthermore, the DOE and program lead instructors work with faculty to develop coursework and to ensure that the faculty members are qualified for the individual courses that they are responsible for teaching.

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 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 question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants or branch inclusion)

If Yes, does the campus:

(a) Carry the programmatic accreditation or is currently in the process of obtaining such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?

Yes  No  Not Applicable (there is no such requirement by the state)

(b) Notify students as to:

(1) Which programs hold specialized or programmatic accreditation?

Yes  No

(2) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?

Yes  No

(3) Any other requirements that are generally required for employment?

Yes  No  Not Applicable (no other requirements)

#### FOR RENEWAL OF ACCREDITATION ONLY

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

Yes  No (*Skip to question 5.14*)

5.11 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 in length)?

Yes  No

(b) Student placement rate of 70 percent?

Yes  No

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable

How many calls to employers or graduates were attempted?

The following number(s) of calls was(were) attempted by program:

Certificate program in culinary arts: 8

Occupational associate's degree program in culinary arts: 29

How many calls to employers or graduates were successful?

The following number(s) of calls was(were) successful by program:

Certificate program in culinary arts: 2

Occupational associate's degree program in culinary arts: 11

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts made to both the certificate in culinary arts and the occupational associate's degree in culinary arts programs, respectively, were able to confirm employment of the graduates as reported on the 2013-2014 CAR. There were no discrepancies of note to report.

5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

#### FOR ALL CAMPUSES

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

Yes  No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes  No

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

The Le Cordon Bleu - San Francisco campus recognizes that students have individual learning styles and makes necessary provisions to address individual differences among its students in this learning environment. To adeptly address these differences among its student population instructors are encouraged to adapt and respond to these styles through personalized student attention based on their professional expertise. Students benefit from lectures, demonstrations, and hands-on learning lab experiences. Different student clubs provide students with the opportunity to collaborate in areas of shared interests. Moreover, the campus works diligently with students who make requests (and qualify) for reasonable accommodation plans.

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

The campus has instituted a system to evaluate, revise and make changes to the curriculum. Faculty contribute to the development, periodic review and revision, and evaluation of the educational programs offered at the college. The development, review, revision, and evaluation of educational programs also includes feedback from advisory boards, students, graduates, and employers. To promote robust and effective programs, faculty members are encouraged to participate in program reviews and curriculum discussions. Faculty members periodically review and select course materials, including instructional equipment, textbooks, supplies, and supplemental materials that support student learning outcomes. This review often occurs as part of the curriculum evaluation process or, more formally, by a separate committee.

In addition to advisory board and faculty meetings, Curriculum Assessment Groups (CAGs) assess common program standards, resources, and metrics and recommend changes for proposed curricula and syllabi. Through the use of systematic checklists, subject matter experts (SMEs), graduate and employer surveys, class evaluations, and committee work, the college evaluates program performance and effectiveness and incorporates that analysis into the syllabus development process. Furthermore, individual faculty members provide recommendations about textbooks and proposed curriculum updates through the institution's internal Curriculum SharePoint site. Once all feedback and recommendations have been received, instructional designers assist with the development of standard syllabi in conjunction with SMEs and curriculum development specialists. Depending on the nature of the course, this process may also include input from distance learning specialists, publisher support services, or other third-party resources. The standard syllabi are then made available for additional review, feedback, and revision.

5.18 Does the faculty participate in this process?

Yes  No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

Yes  No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic,

occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes     No     Not Applicable (campus does not award such credit)

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)

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

Yes     No

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

At the time the team was on campus there were initial concerns that breaks were not given consistently. While the team was on campus an email was sent to the entire faculty reiterating the 10-minute break per academic hour policy and necessity for strict adherence. The team was satisfied this policy will be enforced going forward.

5.22 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, skip to 5.23*)

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes     No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes     No

5.25 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

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

Yes     No

- 5.27 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) 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)

- 5.28 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 provides in-service training designed to enhance professional growth and to improve instruction and curriculum. All faculty members may attend these sessions, with two per year being mandatory. Participation is documented for each training session by sign in sheet or certificate of attendance placed in the employee file. For those who are unable to attend a scheduled in-service training, a copy of the in-service agenda, presentation and notes are kept on file for the faculty member to review. The faculty members will then document and sign that they have reviewed the material and that all questions/comments have been noted.

- 5.29 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
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
- Yes     No

- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
- Yes     No

- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
- Yes     No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?

Yes     No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?
- Yes     No

- 5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?  
 Yes  No

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

- 5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?  
 Yes  No

**GENERAL COMMENTS:**

The team's visit evidenced sound and well run academic programs. The campus was aesthetically pleasing, well appointed, with suitably equipped classrooms, labs outfitted with state of the art equipment. Faculty, staff and administration were found to be well credentialed, experienced, knowledgeable, friendly and welcoming. Students were enthusiastic about their learning experiences and confident regarding post-graduation employment.

**COMMENDATIONS:**

The team would like to commend the campus on several initiatives. The campus is in good hands under the leadership of Chef Lisa Wilson and interim director of education Chef Tim Grable. Faculty and students were equally complimentary of their leadership styles and passion for the craft and student success. The campus is passionate about community service and giving back, evident in the many events the students and faculty partake in throughout the year, such as breast cancer awareness, Make A Wish, March of Dimes and involvement with Porter Hill Community Center and similar initiatives. Furthermore, the student organization the Iron Touques as well as the American Culinary Federation (ACF) Hot Food teams should be highly commended for the limitless tangible opportunities presented for students for networking, externships, and post graduation employment engagements. In speaking to employers it should be noted the high commendation given to Le Cordon Bleu graduates and the rapid ascent and promotion opportunities that can be directly attributed to the skills garnered from their time at the campus.

**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).

Le Cordon Bleu College of Culinary Arts (LCBC) San Francisco campus is located at 350 Rhode Island Street. The LCBC class rooms, offices, kitchens, laboratories, student learning center, and staff/student lounges are housed in a four story building with a floor area of 75,252 square feet. At this location, there are 12 kitchens/laboratories, seven demonstration and lecture rooms, a learning resource center, two computer equipped class rooms, a computer laboratory, offices for all function areas associated with student services and academic activities, and spacious lounges for students and faculty/staff. The facilities are well maintained and the level of cleanliness is impressive. The LCBC campus is about three miles from downtown San Francisco and students have relatively easy access to public transportation. The nearest bus stops are located within a short walking distance from the campus. The closest BART (Metro) station at 16th Street and Mission is accessible through a connecting bus service with frequent trips both ways.

There is ample public street parking space in the vicinity of the school. A covered parking garage with several hundred parking spaces and reasonable charges, is located in the school building.

- 6.02 Does the campus utilize any 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

**QUESTIONS**

**7. PUBLICATIONS**

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The team reviewed the 2014-2015 Le Cordon Bleu (multi-campus) academic catalog.

7.02 Does the self-study or branch application part II accurately portray the campus?  
 Yes  No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes  No

(b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

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 listing of all scholarships, grants, and/or loans offered.  
 Yes  No  Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).  
 Yes  No  Not Applicable (initial applicants only)

7.05 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

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

- Yes  No (*Skip to Question 7.07.*)

~~(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)~~

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

~~\_\_\_\_\_~~

7.07 Does the catalog contain an addendum/supplement?

- Yes  No (*Skip to Question 7.08.*)

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

- Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes  No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?

Yes  No

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

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 via its website, television commercials, and print materials (including brochures, post cards, and other direct mailings).

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 (*Skip to Question 7.14.*)
- 7.14 Does the campus utilize services funded by third parties?  
 Yes  No (*Skip to Question 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 (campus does not participate in financial aid)
- 7.17 What institutional performance information does the campus routinely provide to the public?  
The campus provides information relative to each program's graduation and employment rates, program length, and program cost.
- Where is this information published and how frequently is this information being updated?  
The information is housed on the "Student Disclosures" page of the campus'es website.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY FOR ALL PROGRAMS

- 8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes     No

8.04 Are adequate staff provided to support the 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 develops continuous assessment strategies for resources and information services via its Shared Services Library Team (SSLT). The SSLT provides resource usage statistics on a monthly basis to the regional librarian, who monitors these statistics and uses this data to improve services or make adjustments to the collection. These monthly statistical measurements include:

- Cybrary: usage of 15 digital research databases, including the number of sessions initiated by students and staff, the number of searches conducted, the number of full-text results and the number of abstracts delivered as a result of these information searches.

- Library portal page: the number of times per month that students and staff have visited the library page via their campus portal to find information about library hours, the email/chat service, research and citation guides and digital databases

- Email/Chat: The number of times per month that students and staff have contacted an online librarian to ask reference questions. This email and chat service is available to students and staff seven days a week.

- Visitors, facilities and trainings: Quarterly updates obtained from the director of education regarding the average number of library users per day, the number of computers, study tables and seats available in the library and the number of library instruction sessions conducted in classrooms.

Are these methods appropriate?

Yes     No

8.06 Is the library staff adequately trained to support the library?

Yes     No

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

8.07 Is the campus' 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

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

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$6,000 for the campus. Additionally, there is \$675,071.37 that represents an aggregate annual budget for all 16 Le Cordon Bleu campuses (15 on-ground and one on-line), allocated for expenses related to the Cybrary and databases.

8.09 What portion of the current year's library budget has been spent?

To date, an amount of approximately \$ 500 has been spent.

How has the money been allocated?

For technology, books, materials, and supplies.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes  No

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes  No

#### **FOR NONDEGREE PROGRAMS ONLY**

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes  No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes  No

8.27 Is there a current inventory of instructional resources?

Yes  No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes  No

#### **FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?  
 Yes  No
- 8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?  
 Yes  No
- 8.31 Is there a current inventory of instructional resources, including online resources?  
 Yes  No
- 8.32 Are the resources organized for easy access and usage?  
 Yes  No
- 8.33 Is it evident that faculty encourages the use of the library?  
 Yes  No
- 8.34 Do the library holdings, including online collections, support all of the offerings of the campus?  
 Yes  No

**GENERAL COMMENTS:**

The library of the San Francisco campus of Le Cordon Bleu College of Culinary Arts is esthetically pleasing. The facility is well equipped with 24 computer stations and adjoining six-table groupwork area for study and student meetings. The regional librarian Ms. Sharon Tani was found to be friendly and knowledgeable. The library holdings (physical and electronic) for all programs were found to be substantive providing students and faculty with strong academic research and reference materials well aligned with scope of the campus.

**9. PROGRAM EVALUATION****Associate of Occupational Science- Patisserie and Baking****Certificate- Patisserie and Baking****FOR ALL PROGRAMS**

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

Yes  No (Skip to question 9.02)

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

Ms. Lisa K. Wilson was hired 08/14/2007 as the director of career services Le Cordon Bleu (LCB) - San Francisco. Since 2007 she has held various training, curriculum development and management positions, before being promoted to the campus director position 5/15/2014, where she is responsible for the day to day business activities of the campus in the absence of the marketing director and has managerial oversight over the Academics and Career services departments.

Ms. Wilson holds a bachelor's degree in business management from University of Phoenix (on - line), Phoenix, AZ and an associate of arts in professional cooking from Baltimore International Culinary College. She has extensive hospitality experience, working in several Aramark food service operations, before taking up her responsibilities at LCB.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

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 (Branch Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Branch Inclusion only)

The Associate of Patisserie and Baking degree program has yet to have any placements to date.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

There is sufficient documentation of community involvement to commensurate with the time the patisserie & baking program has been in existence. The school has increased its attention on the student community and educational environment. This includes the development of student clubs, community learning events (Iron Toque) and campus communication efforts. The Iron Toque program is an excellent initiative for community outreach, providing valuable real world experience for the programs students to work with industry professionals, allowing them to network with

potential externship/placement sites. For example, documentation existed for students to participate in the "Wine & Wishes" event held February 14<sup>th</sup> 2014, organized by a local charity - Make a Wish Foundation. The documentation attested to the visit and the activities which took place. Further examples were shown in the programs community outreach file and communicated in the programs newsletter, verifying the schools commitment.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes  No

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

Yes  No

9.10 Does the program include an externship?

Yes  No *(Skip to question 9.11)*

(a) Does the institution have a written and mutually signed 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

(c) Is there evidence, based on observation, that the externship or internship is an appropriate culmination of previously studied theory and appropriate for the program's objectives?

Yes  No  Not Applicable (site was not visited-please explain)

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

\_\_\_\_\_

9.11 Does the program use independent studies?

Yes  No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards

Yes  No

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

\_\_\_\_\_

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

Yes  No

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

\_\_\_\_\_

- 9.14 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:*

\_\_\_\_\_

- 9.15 Is an appropriately detailed syllabus on file for each course that includes:

- (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes     No     Not Applicable (Branch Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No     Not Applicable (Branch Inclusion OR clock hour program)

- 9.16 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes     No

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

Yes     No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes     No     Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

The number of calls were made to employers or graduates for the Diploma in Patisserie and Baking: 9

The Occupational Associate's degree in Patisserie & Baking has no graduating students in the program at the time of the visit.

How many calls to graduates or employers were successful?

There were 4 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were 4 calls that confirmed the employment of the graduates as reported on the 2014 CAR

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes     No     Not Applicable

#### FOR RENEWAL OF ACCREDITATION AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes     No (*Skip to question 9.23*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes     No     Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes     No     Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

A variety of out-of-class work assignments were provided (bakers percentages, baquette synopsis and bakery reports) and validated in the course syllabi for each program.

**FOR ALL VISITS**

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

**FOR NONDEGREE PROGRAMS ONLY**

9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?

Yes  No

**FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

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

9.27 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

9.28 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**

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

Yes  No

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

~~9.30 Are teaching loads reasonable?~~

~~Yes  No~~

~~If No, insert the section number in parentheses, list the faculty and courses, and explain:~~

~~\_\_\_\_\_~~

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

\_\_\_\_\_

9.32 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The current student/teacher ratio is 9 to 1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes  No

- 9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.36 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)
- 9.37 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

**GENERAL COMMENTS:**

The Patisserie and Baking program's are very well organized, well sequenced and indicative of programs that facilitate student learning. All of the instructors and students interviewed displayed very positive attitudes. All of the documentation required for this visit was well organized and readily available. Such thoroughness is indicative of a well-managed college that delivers quality programs.

**COMMENDATIONS:**

- 1) The students seem genuinely pleased with the education they are receiving from the school.
- 2) The faculty are loyal, hard working and dedicated to providing a conducive learning environment for their students.
- 3) Chef Tim Grable is an energetic professional who represents and leads the program well.

**RECOMMENDATIONS**

The evaluation team offers the following recommendations for the institution's consideration:

**Library**

Conversations with students and faculty alike revealed the library was recently reinstated and the time when not active on campus was sorely missed. The library is a vital resource to both faculty and students and it is the recommendation of the team the upkeep and maintenance be of importance to campus administration. It is also the recommendation of the team, the librarian work on building a stronger rapport with faculty to seek vital and well-informed input that could only serve to strengthened library holdings while benefitting the campus and the students it serves.

**Occupational Programs**

The team wishes to recommend the following:

- 1) Verify in the instructor personal files and ACICS Data sheets those instructors who are academically qualified and have extensive real world experience in the teaching of wines, beers and spirits. Show case the attributes of your program.
- 2) Include in the Patisserie & Baking program field trips as well as guest speakers to enrich the program
- 3) When hiring new faculty members the team wishes to suggest hiring qualified individuals from outside institutions.

- 4) Maintain a binder of out-of- classwork assignments, which should include a cross section of students work and graded homework.

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**From:** Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-IHarazduk>  
**Sent:** 2/24/2014 12:26:59 PM -0500  
**To:** Earline Simons <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/5fe02f7f69c24758875869be6d16e72d-ESimons>  
**CC:** Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** 5 Reports with Cites  
**Attachments:** 22181.CSI-Skokie IG.doc; 23489.CSI-Chicago IG.doc; 11305.Daymar College-Bowling Green NG.doc; 29108.Stratford University-New Delhi NG.doc; 18945.Westwood College-Calumet City NG.doc

Miss E,

Here is 5 reports ready to go out. They all have cites. They are attached here and saved on the M:/drive.

Thanks.

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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## REEVALUATION VISIT REPORT

**Westwood College - River Oaks**  
**80 River Oaks Center, Suite D-9**  
**Calumet City, IL 60409**  
**ACICS ID Code: 00018945**

**Main Campus**  
**Westwood College**  
**Los Angeles, CA**  
**ACICS ID Code: 00011142**

18945@westwood.edu

Mr. Hamed H. Shibli, Campus Director, (hshibli@westwood.edu)

January 28-29, 2014

William Winger	Chair	American International College of Arts and Sciences Antigua	Denver, CO
Thomas Bryant	Student-Relations Specialist	Medtech	Roswell, GA
James Taylor	Educational Activities and Criminal Justice	Brown Mackie College	Tulsa, OK
Charles Saunders	Animation/Computer Aided Design/Graphic Design and Multimedia/Visual Communications/Construction Management	Virginia College (retired)	Owens Cross Roads, AL
Kevin Brown	Business Administration/Accounting and Financial Management/Marketing Management	Metropolitan State University	Woodbury, MN
Eli Hoehn	Information Technology/Computer Networking/Systems Security and Library	Brown College (former instructor)	St. Peter, MN
Yolanda Staff	Medical Assisting/Healthcare Management	Virginia College	Mobile, AL
Jan Shelton	Staff Representative	ACICS	Washington, DC

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**ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS**

**PROGRAMS OFFERED BY**  
**WESTWOOD COLLEGE - RIVER OAKS**  
 Calumet City, Illinois

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full Time/Part Time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	955	69.5	92/13	66%	70%	71.13%	72.50%
Associate of Applied Science	Academic Associate's	Information and Network Technologies	1225	90	19/8	56%	67%	57.69%	80%
Associate of Applied Science	Academic Associate's	Computer Aided Design/Architectural Drafting	1205	90	3/0	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Graphic Design	1205	90	20/6	72%	100%	62.79%	100%
Associate of Applied Science	Academic Associate's	Construction Management	965	90	12/5	71%	100%	N/A	N/A
Bachelor of Applied Science	Bachelor's	Business Administration; Major in Accounting	1820	180	1/2	79%	100%	60%	N/A
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Healthcare Management	1820	180	16/3	67%	78%	63.93%	85.71%
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Marketing Management	1820	180	17/1	65%	100%	55.81%	100%
Bachelor of Applied Science	Bachelor's	Construction Management	1945	180	4/2	57%	100%	61.90%	100%
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Animation	2330	180	2/3	86%	100%	62.96%	0%
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Visual Communications	2305	180	4/2	80%	100%	58.62%	100%
Bachelor of Applied Science	Bachelor's	Criminal Justice: Major in Administration	1820	180	40/12	62%	94%	50.53%	84.38%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Network Management	2350	180	5/1	81%	63%	57.89%	76.92%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies Major in Systems Security	2350	180	3/0	81%	71%	77.27%	100%

**TOTAL ENROLLMENT**

**296**

## INTRODUCTION

Westwood College was founded in 1953 as the Radio and Television Repair Institute in Denver, Colorado. In 1958, the institution became the National Electronics Institute. In 1974, it became the Denver Institute of Technology and in 1997, the name was changed to Westwood College of Technology, Inc. When the institution began to expand its locations and program offerings, its name was changed to Westwood College in 2004.

In 2000, the River Oaks campus was the first Westwood College campus established in Illinois. The campus is located on the south side of Chicago between downtown Chicago and the Indiana border. The campus is located in a shopping mall and consists of 42,000 square feet containing 27 classrooms and laboratories, a library, a student lounge, and office space for administration, faculty, and staff to utilize. The facility is bright, well-configured and is adequate to meet the campus' mission.

The River Oaks campus has nearly 300 students enrolled in diploma, academic associate's and bachelor's degree programs. The mix of educational objectives is evenly balanced between the three credential levels. The average age of the students is 31, a majority who are female (61%) and of Black ethnicity (61%).

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission and supporting objectives are found on page 8 of the 2014 academic catalog volume 32-No. 1 revised September 2013.
- 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 and understandable to the public?  
 Yes  No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes  No

## CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes  No
- 1.08 If the campus is an additional location, does the additional location 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 five required elements evaluated in the CEP?  
(a) Student retention.  
 Yes  No  
(b) Student placement.  
 Yes  No  Not Applicable (new additional location only)  
(c) Level of graduate satisfaction.  
 Yes  No  Not Applicable (new additional location only)  
(d) Level of employer satisfaction.  
 Yes  No  Not Applicable (new additional location only)  
(e) Student learning outcomes.

Yes       No

- 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.  
The campus uses average daily attendance and grade distributions to assess its learning outcomes. Attendance is reviewed daily and over the last year has improved by 2.9%. Grade distributions have been analyzed and grading rubrics have been implemented. These measures give the campus an overview of grading tendencies by its faculty and identify courses that fall outside of the standards that have been established.
- 1.12 Are the following identified and described in the CEP?  
(a) The baseline data for each outcome.  
 Yes       No       Not Applicable  
(b) The data used by the campus to assess each outcome.  
 Yes       No       Not Applicable  
(c) How the data was collected.  
 Yes       No       Not Applicable  
(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  
 Yes       No       Not Applicable
- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?  
 Yes       No       Not Applicable (new additional location or initial applicant only)
- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?  
 Yes       No       Not Applicable (new additional location only)
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.  
The campus has established a goal of 70% retention for 2014. They plan to achieve this goal by daily monitoring of attendance, absence reports, and implementing student support follow up activities. Specific goals have been set by each discipline to carefully assess its student retention. Intervention programs for students who have high absence rates have been instituted. The campus plans to host more program-specific job fairs with on-site interviews available to students and graduates. The career services staff will visit more classes to inform students of resources available and will offer special program job readiness events. The campus will encourage students to create placement portfolios as well.
- 1.16 Does the campus have documentation to show the following?  
(a) That the CEP has been implemented.  
 Yes       No  
(b) That specific activities listed in the plan have been completed.  
 Yes       No  
(c) That periodic progress reports have been completed.  
 Yes       No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.  
The campus president, Mr. Hamed Shibli, is responsible for the implementation and monitoring of the CEP. Mr. Shibli has been the campus president since May 2013 but has been with the institution and its parent corporation, Alta Colleges, since 2008. Mr. Shibli has also worked with several other educational institutions since 2003 - mainly in the marketing field. He holds a bachelor's degree in Economics from California State University.
- Mr. Shibli is assisted by a committee consisting of the following administrators and faculty: academic dean; directors of admissions; career services; student finance; and student support; and the general education and business, design, health care, and technology program chairs.
- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes       No       Not Applicable (new additional location or initial applicant only)

## 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 Does the campus:
- (a) Adequately train its employees?  
 Yes       No
- (b) Provide them with constant and proper supervision?  
 Yes       No
- (c) Evaluate their work?  
 Yes       No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes       No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes       No
- (b) Know the person to whom they report?  
 Yes       No
- (c) Understand the standards by which the success of their work is measured?  
 Yes       No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes       No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes       No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes       No
- 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?  
 The campus president, Mr. Shibli, is responsible for the financial oversight of the campus. As previously noted, Mr. Shibli has been with the institution and its parent corporation, Alta Colleges, since 2008. Mr. Shibli has worked with several other educational institutions since 2003. He holds a bachelor's degree in Economics from California State University.

## 3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes       No
- 3.02 Are all staff well trained to carry out administrative functions?

Yes       No

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

The on-site administrator is the campus president, Mr. Hamed Shibli. As previously stated, Mr. Shibli has been with the institution and its parent corporation, Alta Colleges, since 2008, and has worked with other educational institutions since 2003. He holds a bachelor's degree in Economics from California State University,

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

Yes       No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes       No       Not Applicable (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

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

Yes       No (Skip to Question 3.11.)

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

Yes       No

3.12 Are appropriate transcripts maintained for all students?

Yes       No

3.13 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

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

Yes       No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes       No

3.16 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

4.01 How many student files were reviewed during the evaluation?

The team reviewed 37 student files which included student transcripts and student account cards.

- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence 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)?  
 Yes  No
- 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
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No

The enrollment agreement contains verbiage stating students acknowledge receiving a copy of the agreement by signing the document. A total of 37 files were reviewed during the evaluation. Each file contained an enrollment agreement signed by the student, admissions representative, and campus president.

- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 Mr. James Galas is the campus director of admissions. Prior to this position, he owned and operated a real estate firm and worked in the drafting and design industry. Mr. Galas holds a bachelor's degree in Technical Management from DeVry University and an associate's degree in Design and Drafting Technology from Morrison Institute of Technology. Mr. Galas has participated in admissions related training activities since joining the campus.
- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?  
 The campus has several processes in place to ensure ethical recruitment practices are compatible with its educational objectives. All recruitment materials are reviewed and approved by the corporate office prior to utilization to ensure they contain accurate descriptions of the program offerings and their objectives. All employees responsible for recruitment activities are required to participate in training activities. These activities focus on integrity and the importance of providing accurate and correct program information to students. The director of admissions regularly observes interviews conducted by representatives as a means of ensuring appropriate information is provided to students. The corporate office engages secret shoppers to call and visit the campus as an additional method of ensuring compliance.

- 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
- 4.13 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes     No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes     No
- If *Yes*, has the campus published a list of institutions with which it has established the agreements?  
 Yes     No
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?  
 Yes     No

**FOR ALL PROGRAMS**

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes     No  
 If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?  
 The updated standards of satisfactory academic progress (SAP) policy is located on page 2 of the catalog addendum, effective January 8, 2014.
- 4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)
  - Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)
  - A warning status.  
 Yes  No  Not Applicable (campus does not use)
  - A probationary period.  
 Yes  No
  - An appeal process.  
 Yes  No
  - An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)
  - The effect when a student changes programs.  
 Yes  No  Not Applicable (campus only offers one program of study)
  - The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (campus only offers one credential)
  - The implications of transfer credit.  
 Yes  No
- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes  No
- 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% 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?  
 Yes  No  Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 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 status?  
 Yes  No  Not Applicable (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, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes  No

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 (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes  No  Not Applicable (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)

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. Debbie Plemons is the campus academic dean. She holds a bachelor's degree in Business Administration from DePaul University and a master's degree in Commerce from Keller Graduate School of Management of DeVry University. Ms. Plemons has been employed with the campus since 2007 and has held a variety of positions including campus academic dean, director of education, and director of campus operations. In each of these positions, she was responsible for the administration of SAP and advising students.

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

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 (campus has not changed tuition or fees)

4.46 Is the campus' 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 Is the campus following its stated refund policy?

Yes       No

4.49 Does the campus participate in Title IV financial aid?

Yes       No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Deborah McKenzie, director of student finance, is responsible for administering student financial aid. Ms. McKenzie holds a bachelor's degree in Communications from Illinois State University. She is a member of the Illinois Association of Student Financial Aid Administrators (ILASFAA) and regularly participates in their conferences and training activities.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes       No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes       No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes       No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

As previously noted, Ms. Deborah McKenzie, director of student finance, is a member of the ILASFAA and regularly participates in their conferences and training activities. Ms. McKenzie completes webinars sponsored by various agencies such as the Department of Education and the National Association of Student Financial Aid Administrators. The institution also regularly provides training activities.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes       No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes       No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes  No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus holds student orientation sessions for each group of in-coming students. The orientation, entitled Day One Success Class, includes the following activities: an introduction to campus life; a review of policies and procedures; presentations from each of the key functional areas; and a general question and answer session. The administration strives to make the orientation process positive and encouraging, while providing vital information new students will need during their programs of study.

The education department monitors student attendance and academic progress on a routine basis. If it is determined that a student is facing challenges in either area, they are required to attend advising sessions. During these sessions, improvement strategies are developed which may include tutoring, assistance with personal matters that are a hinderance to the student, and referrals for assistance from to outside agencies.

The campus does not provide professional counseling. If professional counseling is needed, students are referred to local, external professional service agenices.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes  No  Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Alicia Thomas, director of career services, is responsible for advising students on employment opportunities. Ms. Thomas holds a bachelor's degree in Occupational Education/Fashion Merchandising from Chicago State University. Ms. Thomas has completed training workshops and training meetings focused on student placement.

4.61 Does the campus offer employment assistance to all students?

Yes  No  Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes  No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 421

The ending enrollment reported on the previous year's CAR is 421

4.64 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

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
The campus has a student finance department that is responsible for implementing its default prevention plan. All students are required to participate in an orientation that is designed to provide information about loan repayment obligations. During the initial meeting with the department's staff, students receive entrance counseling on their loan obligations and budgeting information. There is a series of brochures provided to students on the following topics: deferment, forbearance, student loan repayment, and default resolution. Exit loan counseling is also provided for students who: "drop", are terminated, or graduate.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
The campus provides students with a variety of extracurricular activities designed to promote community involvement, along with social activities, and student recognition. Campus clubs and organizations such as Alpha Beta Kappa Honor Society, Criminal Justice Club, Technology Club, and Gamers Club provide students with opportunities to interact with one another and participate in curriculum specific activities. Student recognition activities such as awards ceremonies, recognize student achievement. Job fairs and speakers from the employment community are sponsored throughout the year as a means of providing students with the opportunity to interact with professionals in the community.

**GENERAL COMMENTS:**

Interviews were conducted with the following campus administrators: campus president; academic dean; and the directors of admissions; career services; student finance; and student support. Each director provided accurate and consistent information as it relates to the general operation of their departments. The campus president, as well as all of the departmental managers display a knowledge of and respect for regulatory compliance that they continually project to associates in their departments.

**5. EDUCATIONAL ACTIVITIES**

- 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?  
The academic dean, Ms. Plemons, is assigned to oversee the educational activities of all campus programs. As previously noted, Ms. Plemons holds a master's in Business Administration from Keller Graduate School of Management of DeVry University and a bachelor's degree in Commerce from DePaul University.
- 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 academic dean and campus president give the administrators the authority to develop and administer their respective programs. As per the team's interview with the academic dean, program administrators must meet specific academic and professional criteria in order to hold their positions.
- 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 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 question 5.10*)

#### FOR NEW GRANTS ONLY

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

Yes  No (*Skip to question 5.14*)

#### FOR ALL CAMPUSES

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

Yes  No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes  No

5.16 What provisions are made for individual differences among students?

The academic dean, faculty, and staff are encouraged to get to know each student on an individual basis. This helps them better understand and accommodate the differences among students. There are various campus organizations and activities that students can participate in to accommodate their differences in learning styles.

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

The academic dean and the campus administration conduct weekly faculty meetings to discuss the effectiveness of the curriculum. Faculty is encouraged to evaluate, revise, and make changes as long as they are within the standardized scope of the curriculum.

5.18 Does the faculty participate in this process?

Yes  No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

Yes  No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes  No  Not Applicable (campus does not award such credit)

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)

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

Yes  No

5.22 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

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes  No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes  No

5.25 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

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

Yes  No

5.27 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) 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)

5.28 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 minutes and sign in sheets for the in-service trainings held by the campus.

5.29 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

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes  No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes  No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes  No

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

5.35 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**

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

Yes  No

- 5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?  
 Yes  No
- 5.38 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

- 5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?  
 Yes  No
- 5.40 Do the program's general education courses meet Council standards?  
 Yes  No
- 5.41 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

## 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).  
 The campus is located between downtown Chicago and the Indiana border and is closer to the Indiana border. The facility is located in a shopping mall; it encompasses 42,000 square feet of space containing 27 classrooms and laboratories; a library; student lounge with leisure space and activities available to students, including couches and a foosball table; and office space for administration, faculty, and staff. Parking is more than adequate in the shopping mall parking lot. The facility is brightly lit, well-configured, and is adequate to meet the campus mission.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize campus additions?  
 Yes  No
- 6.04 Are all facilities (including additional space and campus additions) 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 campus additions)?
- (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 (please include the year, number, and volume if appropriate)?  
The team reviewed the Westwood College 2014 academic catalog, volume 32 - number 1.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 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 listing of all scholarships, grants, and/or loans offered.  
 Yes  No  Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).

Yes       No       Not Applicable (initial applicants only)

7.05 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

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

Yes       No

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

Yes       No       Not Applicable

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

Yes       No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes       No (Skip to Question 7.08.)

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

Yes       No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes       No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes       No

7.08 Is the catalog available online?

Yes       No (Skip to Question 7.09.)

If Yes, does it match the hard copy version?

Yes       No

7.09 Does the campus utilize a multiple-school catalog?

Yes       No (Skip to Question 7.10.)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes       No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes       No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?

Yes       No

- 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 a variety of outlets including online, television, radio, flyers and brochures, and on and off campus events. In addition, the campus has a multi-campus publication, available to the general public, entitled the "Westwood 100." This publication highlights the "personal success stories" of 100 of the institution's alumni.
- 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 *(Skip to Question 7.14.)*
- If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?  
 Yes  No
- 7.14 Does the campus utilize services funded by third parties?  
 Yes  No *(Skip to Question 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 referenced in all advertising that mentions financial aid?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 7.17 What institutional performance information does the campus routinely provide to the public?  
 The campus provides the following performance information to the public: completion rates; graduation rates; retention rates; and employment disclosures.
- Where is this information published and how frequently is this information being updated?  
 This information is provided on the campus' website and is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

### FOR ALL PROGRAMS

- 8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the 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?  
 During scheduled campus meetings, the librarian makes regular requests of faculty and staff to assess resources and information services needed. Faculty indicate the librarian is very responsive to their needs for resources and information services.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

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

8.07 Is the campus' 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 year's library budget is: \$7,200 or \$600 per month.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

To the date of the visit, \$1,800 of the \$7,200 yearly library budget has been spent; allocated for physical books and periodicals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes  No

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?

Students receive library training in PDEV111, Success Strategies. This course is typically taken during the student's first term. In addition, faculty assign projects which require use of the library's 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)

There is an interlibrary agreement with the Consortium of Academic and Research Libraries of Illinois (CARLI), which gives students free borrowing privileges from the majority of Illinois' academic libraries. The provisions of the agreement are appropriate, and the resources are accessible to students. However, there is no documented evidence of usage since students have not yet done so. According to the campus librarian, Ms. Elizabeth Samaniego, with the available campus library resources and convenient access to the Calumet City Library and Lansing Public Library, both within walking distance of the campus; there is limited demand for these resources.

8.16 Describe any full-text online collections available to students.

Full-text online collections available to students include Britannica Online, eBooks on EBSCOhost, Films on Demand, LexisNexis Academic, lynda.com, Points of View Reference Center, ProQuest, Statistical Ready Reference, and STAT!Ref.

- 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 is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 Ms. Elizabeth Samaniego is the on-site librarian. Ms. Samaniego holds a master's in Library and Information Science from Dominican University. Ms. Samaniego is on-site in the library Monday and Wednesday, 7:30 a.m. - 9:00 p.m.; Tuesday and Thursday, 8:30 a.m. - 9:00 p.m.; and Friday, 8:30 a.m. - 7:00 p.m. She is also accessible to students and faculty by email and phone.
- 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 campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) 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 (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 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- 8.24 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 NONDEGREE PROGRAMS ONLY

- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes  No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes  No
- 8.27 Is there a current inventory of instructional resources?  
 Yes  No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes  No

## 9. PROGRAM EVALUATION

### **Bachelor's Degree in Business Administration: Major in Healthcare Management**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (Skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Sheila Roe-Boston, general education and school of business program chair, is assigned to administer the Business Administration: Major in Healthcare Management program. Ms. Roe-Boston is a member of the Illinois Education Association/National Education Association (IEANEA). She holds a master's degree in Human Resource Management and master's in Business Management, both from Keller Graduate School of Management of DeVry University, and a bachelor's degree in Communications from Northern Illinois University. Prior to becoming program chair, Ms. Roe-Boston worked as an instructor in the general education and business programs.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The program has strong community support from its Program Advisory Committee (PAC) members as evidenced by the 13 members in attendance at the November 15, 2013 PAC meeting.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (Skip to question 9.14)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 7 calls were attempted to employers or graduates.

How many calls to employers or graduates were successful?

There were 3 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

**FOR NEW GRANTS AND INITIAL GRANTS ONLY**

- 9.21 Does the campus participate in Title IV financial aid?  
 Yes  No (*Skip to question 9.24*)
- 9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes  No  Not Applicable (Clock hour programs only)
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Several samples of graded, student homework assignments were provided to the team.

**FOR ALL VISITS**

- 9.24 Are the following appropriate to adequately support the number and nature of the program?  
 (a) Facilities.  
 Yes  No  
 (b) Instructional equipment.  
 Yes  No  
 (c) Resources.  
 Yes  No  
 (d) Personnel.  
 Yes  No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?  
 (a) Systematic planning.  
 Yes  No  
 (b) Well-defined instructional objectives.  
 Yes  No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes  No  
 (d) Appropriate modes of instructional delivery.  
 Yes  No  
 (e) The use of appropriate assessment strategies.  
 Yes  No  
 (f) The use of appropriate experiences.  
 Yes  No

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

- 9.27 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
- 9.28 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**

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No

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

- 9.30 Are teaching loads reasonable?  
 Yes  No

**FOR BACHELOR'S DEGREES ONLY**

- 9.43 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 the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

**9. PROGRAM EVALUATION****Bachelor's Degree in Business Administration: Major in Accounting****Bachelor's Degree in Business Administration: Major in Marketing Management****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Roe-Boston is the general education and school of business program chair. As previously noted, she holds a bachelor's in Communications from Northern Illinois University, and a master's of Business Administration and master's of Human Resource Management, both from Keller Graduate School of Management of DeVry University. Ms. Roe-Boston also has more than 15 years of private sector experience as the owner and chief executive officer of Boston Custom Design. She sits on several of the institution's committees, including a committee involving curriculum development.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes       No       Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The campus offers comprehensive community resources for the program students, including the following: a program advisory board, "IT tech squad;" veterans resource fairs; job fairs; financial seminars; employment mock interviews; and field trips. Students also have volunteer opportunities with a variety of organizations, such as JenCare Neighborhood Medical Centers. These resources offer significant opportunities for students to network and gain career-relevant experience.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes       No
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:  
 (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

**For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:**

(l) Out-of-class work assignments that support the learning objectives for the course

Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes       No

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

Yes       No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls to employers or graduates was attempted for the following programs:

Bachelor's degree in Business Administration: Major in Accounting - 5

Bachelor's degree in Business Administration: Major in Marketing Management - 5

How many calls to employers or graduates were successful?

The following number of calls to employers or graduates was successful for the following programs:

Bachelor's degree in Business Administration: Major in Accounting - 0

Bachelor's degree in Business Administration: Major in Marketing Management - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Two successful contacts confirmed the employment of the Business Administration: Major in Accounting program graduates as reported on the 2013 CAR. No contacts were available to confirm the employment of the Business Administration: Major in Marketing Management program graduates.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?

Yes       No

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed graded homework assignments, quizzes, mid-term and final exams, and demonstrations of in-class participation. Grade points are assigned based upon the quantity and quality of participation in subject-related discussions while in class. These participation points help instructors assess if students are successfully completing their homework assignments.

**FOR ALL VISITS**

- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No

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

- 9.27 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
- 9.28 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**

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No

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

- 9.30 Are teaching loads reasonable?  
 Yes       No

**FOR BACHELOR'S DEGREES ONLY**

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

- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes       No

**GENERAL COMMENTS:**

The program chair stated that the Business Administration: Major in Accounting program is in teach-out mode. The three remaining students are scheduled to graduate at the end of the January 2014 term.

Several business program students commented on their desire to have more practical, hands-on experiences in their courses rather than relying so much on textbooks and lectures. First-year students, in particular, said they were satisfied with the campus overall.

**9. PROGRAM EVALUATION****Bachelor's Degree in Criminal Justice: Major in Administration****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No (Skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Stephen Kashirsky, chair, is assigned to administer the program. Mr. Kashirsky holds a master's in Criminal Justice from the University of Detroit, a master's in Physical Education from Indiana University, and a bachelor's in Upper Grade Teaching from Chicago Teacher's College. Mr. Kashirsky started his teaching career at South Suburban College in 2003, and began teaching for Westwood in 2004. In addition, he is a loss prevention agent at Carson Piere Scott, and is a retired special agent from the Federal Bureau of Investigations (FBI).
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes       No       Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).

The program chair and faculty have direct relationships with local, state, and federal law enforcement agencies, which enable students to go on field trips and attend seminars to reinforce their classroom learning. In addition, classroom presentations are given each month by career-related professionals who work in the criminal justice field.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes       No
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 5 calls attempted.

How many calls to employers or graduates were successful?

There were 3 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed the employment of the graduate as reported on the 2013 CAR

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?

Yes  No

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed documentation provided by the campus in a program binder, which verified homework is assigned, graded, and included in the students' course grade.

#### FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

- (a) Systematic planning.  
 Yes  No
- (b) Well-defined instructional objectives.  
 Yes  No
- (c) The selection and use of appropriate and current learning materials.  
 Yes  No
- (d) Appropriate modes of instructional delivery.  
 Yes  No
- (e) The use of appropriate assessment strategies.  
 Yes  No
- (f) The use of appropriate experiences.  
 Yes  No

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

9.27 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

9.28 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**

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

- Yes  No

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

9.30 Are teaching loads reasonable?

- Yes  No

**FOR BACHELOR'S DEGREES ONLY**

9.43 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 the equivalent?

- Yes  No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

- Yes  No

9.45 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 (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

- Yes  No

9.47 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)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

- Yes  No

## 9. PROGRAM EVALUATION

### Associate's Degree in Construction Management

### Bachelor's Degree in Construction Management

### Associate's Degree in Computer Aided Design/Architectural Drafting

### Associate's Degree in Graphic Design

### Bachelor's Degree in Graphic Design: Major in Animation

### Bachelor's Degree in Graphic Design: Major in Game Art

### Bachelor's Degree in Graphic Design: Major in Visual Communications

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (Skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Kevin Connaughton, program chair, is assigned to administer the Computer Aided Design/Architectural Drafting (CAD) and design programs. Mr. Connaughton holds a bachelor's degree in Art from Columbia College-Chicago and a master's degree in Art from St. Xavier University. Mr. Connaughton has been with the campus since October 2006. Prior to joining the campus, he worked as a teachers aide from 1997-2000 at Columbia College-Chicago; a student teacher at Joliet Central High School from for one year; and as a graphic designer/draftsman for Primera Engineer for four years. Mr. Connaughton continues to teach part-time for the University of Phoenix; he has held this position since 2008.
- Mr. Richard T. Dixon, program chair, is assigned to administer the Construction Management programs. Mr. Dixon began working at the campus in October 2002 as an adjunct instructor before becoming a full-time faculty member. He holds the following Cisco certifications: Cisco Certified Network Associate (CCNA)1 Network Basics; CCNA2 Routers/Routing Basics; CCNA-Accessing WAN; and and CompTIA Linux +. Prior to his employment at the campus, Mr. Dixon worked for LTV Steel Corporation as manager of the computer and networking department from 1994-2002. He currently teaches at DeVry University; he has been at DeVry since 2001.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If No, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).

The programs have numerous local companies represented on the campus' Program Activities Committee (PAC), which meets twice a year. The programs also have career-related field trips and guest speakers.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes       No
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes     No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes     No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was attempted for the following programs:

Academic associate's degree in Construction Management - 1

Bachelor's degree in Construction Management - 5

Academic associate's degree in Graphic Design - 3

Bachelor's degree in Visual Communication - 4

Bachelor's degree in Animation - 3

There were not calls attempted for the CAD program; it was started in the fall of 2013 and has no graduates to date.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Associate's degree in Construction Management - 1

Bachelor's degree in Construction Management - 3

Associate's degree in Graphic Design - 2

Bachelor's degree in Visual Communication - 3

Bachelor's degree in Animation - 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of successful contacts confirmed employment of the graduates as reported on the 2013 CAR:

Academic associate's degree in Construction Management - 1

Bachelor's degree in Construction Management - 1

Academic associate's degree in Graphic Design - 1

Bachelor's degree in Visual Communication - 1

Bachelor's degree in Animation - 1

Five of the 12 successful contacts confirmed the graduates' "in-field" employment as reported on the 2013 CAR. Seven of the 12 successful contacts stated the graduate's position was not "in-field."

If *No*, explain:

**(Section 3-1-303(a)):** The team was not able to verify the placement rates as reported on the on the 2013 CAR. Specifically, there are discrepancies between the information reported on the 2013 CAR and the employment verification calls for the following graduates:

- Mr. Patrick Kitchin, bachelor's degree in Construction Management program graduate, is reported as working in-field; however, the team verified he is employed by American House Development as a carpenter.
- Mr. Marcus Salter, bachelor's degree in Construction Management program graduate, is reported as working in-field; however, the team confirmed he is self-employed by Salter's Decorating Services as a painter.
- Mr. Erin Fuchion, academic associate's degree Graphic Design program graduate, is reported as working in-field; however, the team confirmed he is employed by CD One Price Cleaners as a counter/customer service person.
- Ms. Kierra Sims, bachelor's degree Visual Communications program graduate, is reported as working in-field; however, the team confirmed she is employed by Southside Autobath as a car washer and detailer.

- Ms. Tara Werner, bachelor's degree Visual Communications program graduate, is reported as working in-field; however, the team confirmed she is employed by Pier 1 Imports as a sales associate.
- Mr. Blake Fletcher, bachelor's degree in Animation program graduate is reported as working in-field; however, the team confirmed he employed by Advocate South Suburban Hospital as a food and nutrition services aid.
- Mr. Robert Houston, bachelor's degree Animation program graduate is reported as working in field; however, the team confirmed he is employed by Apple One-Chicago as a temporary guest relations/hospitality specialist as an area hotel.

Graduates who were contacted stated their employment does not require the utilization of program-related skills that were acquired by obtaining their specific degree.

- 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
- Yes       No       Not Applicable

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.21 Does the campus participate in Title IV financial aid?
- Yes       No (Skip to question 9.24)
- 9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes       No       Not Applicable (Clock hour programs only)
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
- Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed current syllabi and homework submitted for the current term, and provided with graded homework assignments.

#### FOR ALL VISITS

- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No

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

9.27 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

9.28 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**

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No

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

9.30 Are teaching loads reasonable?  
 Yes  No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 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 the equivalent?  
 Yes  No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No

9.41 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)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable

**FOR BACHELOR'S DEGREES ONLY**

9.43 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 the equivalent?  
 Yes  No

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

9.45 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 (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No

9.47 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)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes       No

**GENERAL COMMENTS:**

The students commented on their desire to have more practical, hands-on experiences in their courses; rather than mainly relying on textbooks, term papers, and lectures.

**9. PROGRAM EVALUATION****Associate's Degree in Information and Network Technologies****Bachelor's Degree in Information and Network Technologies: Major in Network Management****Bachelor's Degree in Information and Network Technologies: Major in Systems Security**

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

Yes       No (*Skip to question 9.02*)

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

Mr. Richard Dixon, program chair, is assigned to administer the Information and Network Technologies (IT) programs. Mr. Dixon holds a bachelor's degree in Chemistry from the University of Pittsburgh, a master's degree in Telecommunications Management from Keller Graduate School of Management of DeVry University, and multiple CCNA certifications. His experiential qualifications include: employment at LTV Steel Corporation as a computer network manager, a senior faculty at DeVry University, and teacher and program chair at Westwood College.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

Yes       No       Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

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 section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The 2013 Campus Accountability Report (CAR) shows that each of these programs has less than 10 graduates; therefore, an improvement plan is not required.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

These programs utilize a Program Advisory Committee (PAC) comprised of local industry professionals who provide recommendations and feedback on the needs of local industry. A recent PAC meeting was held on 11/15/2013. In addition, the campus hosts an IT club whose goals are to provide students with access to software and hardware; networking workshops; volunteer opportunities in the local community; and opportunities to participate in IT-relevant field trips; plus, guest speakers.

9.08 Is the utilization of community resources sufficient to enrich the program?

- Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No (Skip to question 9.14)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes       No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was attempted for the following programs:

Academic associate's degree in Information and Network Technologies - 2

Bachelor's degree in Information and Network Technologies: Major in Network Management - 5

Bachelor's degree in Information and Network Technologies: Major in Systems Security - 5

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Associate's degree in Information and Network Technologies - 1

Bachelor's degree in Information and Network Technologies: Major in Network Management - 1

Bachelor's degree in Information and Network Technologies: Major in Systems Security - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of contacts confirmed employment as reported on the CAR:

Associate's degree in Information and Network Technologies - 1

Bachelor's degree in Information and Network Technologies: Major in Network Management - 0

Bachelor's degree in Information and Network Technologies: Major in Systems Security - 0

One of the four successful contacts confirmed the graduate's employment as reported on the 2013 CAR. Three of the contacts verified the graduate's position obtained on graduation were not "in-field."

If *No*, explain:

**(Section 3-1-303(a)):** The team was not able to verify the placement rates as reported on the on the 2013 CAR. Specifically, there were discrepancies found between the information as reported on the 2013 CAR and the employment verification calls placed for the following graduates

- Mr. Joseph Davis, academic associate's degree in Information and Network Technologies program graduate, is reported as working in-field; however, the team verified he is employed by CTJ Auto Group as an auto group owner.
- Mr. Jerry Crawford, bachelor's degree Network Management program graduate, is reported as working in-field; however, the team verified he is employed by Pearson Education as a temporary student essay scorer.
- Mr. Thomas Cypress, bachelor's degree Systems Security program graduate, is reported as working in-field; however, the team verified he is employed by Horseshoe Casino as a security investigator.

Mr. Cypress stated that although the position dealt with a form of security, it did not utilize or require the computer skills acquired from his program of study. Graduates, Mr. Davis and Mr. Crawford stated their employment does not require the utilization of program-related skills acquired from their programs of study.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?

Yes  No

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team was provided with graded out-of-class work assignments from each program.

#### FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

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

9.27 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

9.28 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

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

Yes       No

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

9.30 Are teaching loads reasonable?

Yes       No

#### FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.38 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 the equivalent?  
 Yes  No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.41 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)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable

#### FOR BACHELOR'S DEGREES ONLY

- 9.43 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 the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

#### GENERAL COMMENTS:

The students commented on their desire to have more practical, hands-on experiences in their courses rather than relying so much on textbooks, term papers, and lectures.

## 9. PROGRAM EVALUATION

### Diploma in Medical Assisting

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

Ms. Adrienne Reaves is the interim program chair for the Medical Assistant program. She holds a master's degree in Adult Education from National Louis University, and is a registered medical assistant. Prior to joining the campus, she has held positions with Harrison College as medical program coordinator and online instructor.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes       No       Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The program has strong community support from its Program Advisory Committee (PAC) members as evidenced by the seven members who attended the November 15, 2013, meeting. There is continued evidence of community resources as provided by field trips to Rush Medical Center and the Gross Anatomy Lab, and recent guest speakers who spoke on the following topics: breast cancer; kidney transplants; immune systems; job readiness; and gastrointestinal diseases. Finally, the 13 current externship site contracts demonstrate strong community support.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:  
 (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 10 calls attempted to employers or graduates.

How many calls to employers or graduates were successful?

There were 10 successful calls to employers or graduates

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

#### **FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.21 Does the campus participate in Title IV financial aid?

Yes  No

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.  
 Several samples of homework were provided to the team for review.

#### FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

#### FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

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

9.27 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

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

Yes       No

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes       No

9.32 What is the current student/teacher ratio?

The current student/teacher ration is 8:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes       No

**COMMENDATIONS:**

- The organization and content of the campus' student files provided consistent arrangement; and accuracy of the documents within the files simplified the review process. The team further commends the campus on the variety of student centered extracurricular activities that provide them with opportunities to interact with each other and professionals within their fields.
- The Business program director will oversee a wonderful 11 day international trip, available for all business students in the institution. They will visit London, Paris, Lucerne, and Milan. The trip includes roundtrip airfare, a full-time tour director, land transportation, hotels and accommodations, a light breakfast daily, and 3 to 4 dinners for \$3,700 - \$4,000 per person. Three days are reserved to participate in "business visits".
- Student Services Representative, Mr. Jamal Yousef's hard work and dedication to the campus, helped provide the team with a pleasant experience during the reevaluation visit. Mr. Yousef took the time to ensure that the team had everything needed and requested.

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1.	Section 3-1-303(a)	The team was unable to verify the 2013 Campus Accountability Report (CAR) since the placement classification from some students was not able to be verified as reported (pp. 36 and 41).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration  
(*These recommendations are not included in the report seen by the Council*):

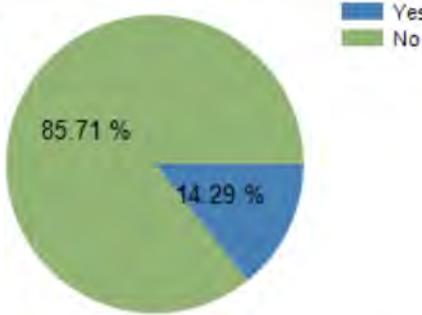
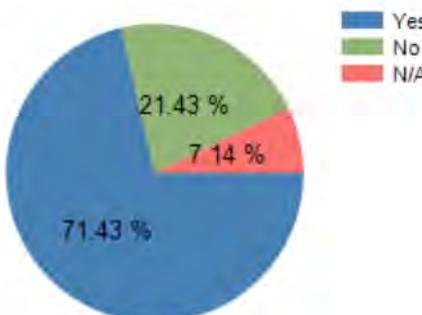
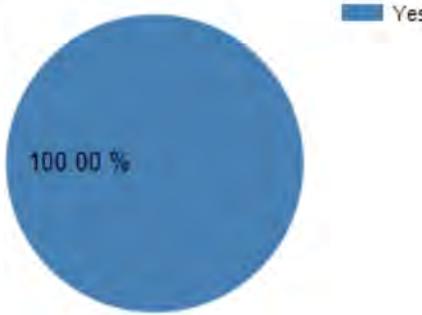
### **Business Programs:**

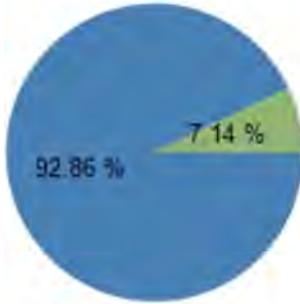
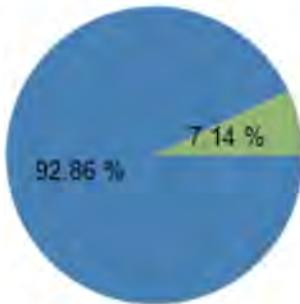
- Consider including a required externship, service learning activities, or other practical experiences in the curriculum that would reinforce knowledge and skills students have learned in the classroom.
- Community resources should be used to enrich the business programs. Inviting guest speakers, such as local business leaders, to talk with students about how to start a business and other topics would enhance the program.
- The program would also benefit from standardized rubrics for the major assignments in each course that have been developed, vetted, and implemented throughout the program. Rubrics could be provided to students to facilitate their work and alleviate concerns about fairness in grading.
- Incorporate syllabi with more course specific language. The current syllabi appear to be written with broad language that may not always suit the requirements of individual courses.

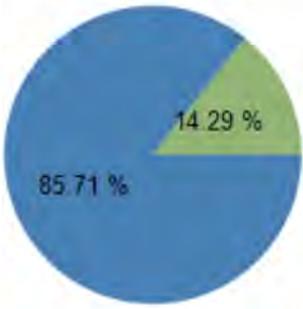
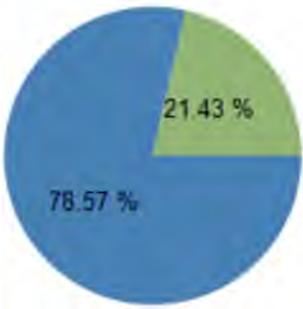
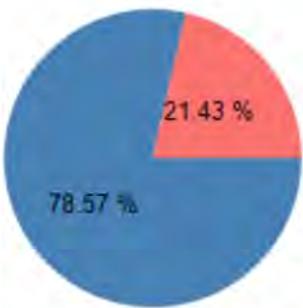
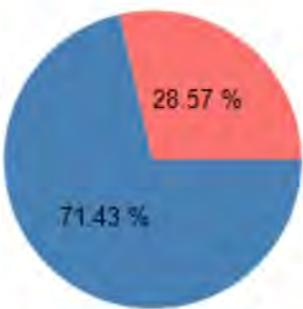
### **Medical Assisting Program:**

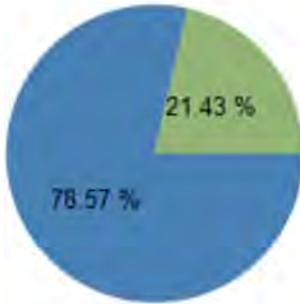
- Guest speakers and field trips should be regularly utilized every term for each core course in the program.

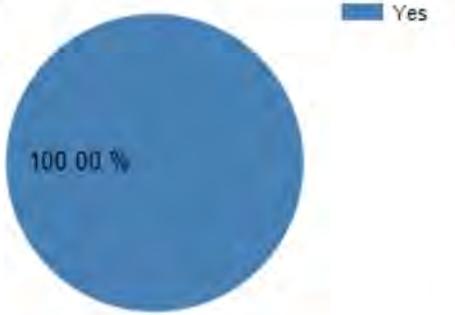
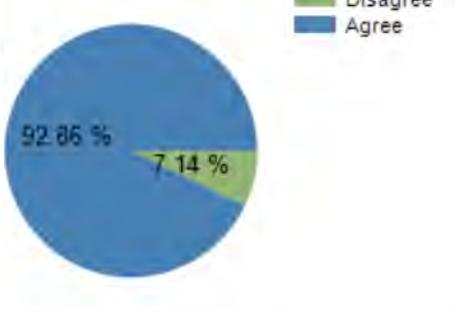
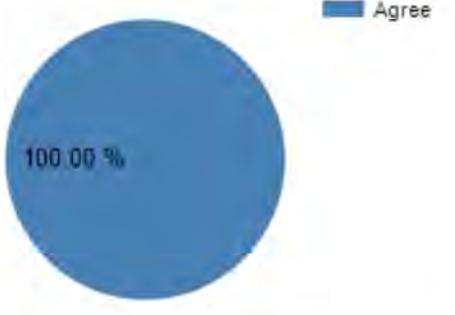
### Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00018945				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	2	
		No	12	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	10	
		No	3	
		N/A	1	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	14	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> </table>	Yes	14	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	14						
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> </table>	Yes	14	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	14						
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>13</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	13	No	1	 <p>92.86 %</p> <p>7.14 %</p> <p>■ Yes ■ No</p>
Yes	13						
No	1						
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>13</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	13	No	1	 <p>92.86 %</p> <p>7.14 %</p> <p>■ Yes ■ No</p>
Yes	13						
No	1						

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>12</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	12	No	2	 <table border="1"> <tr> <td>Yes</td> <td>85.71 %</td> </tr> <tr> <td>No</td> <td>14.29 %</td> </tr> </table>	Yes	85.71 %	No	14.29 %		
Yes	12												
No	2												
Yes	85.71 %												
No	14.29 %												
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>11</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	11	No	3	N/A	0	 <table border="1"> <tr> <td>Yes</td> <td>78.57 %</td> </tr> <tr> <td>No</td> <td>21.43 %</td> </tr> </table>	Yes	78.57 %	No	21.43 %
Yes	11												
No	3												
N/A	0												
Yes	78.57 %												
No	21.43 %												
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>11</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>3</td> </tr> </table>	Yes	11	No	0	N/A	3	 <table border="1"> <tr> <td>Yes</td> <td>78.57 %</td> </tr> <tr> <td>N/A</td> <td>21.43 %</td> </tr> </table>	Yes	78.57 %	N/A	21.43 %
Yes	11												
No	0												
N/A	3												
Yes	78.57 %												
N/A	21.43 %												
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>10</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>4</td> </tr> </table>	Yes	10	No	0	N/A	4	 <table border="1"> <tr> <td>Yes</td> <td>71.43 %</td> </tr> <tr> <td>N/A</td> <td>28.57 %</td> </tr> </table>	Yes	71.43 %	N/A	28.57 %
Yes	10												
No	0												
N/A	4												
Yes	71.43 %												
N/A	28.57 %												

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	14	No	0	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	14								
No	0								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	14	No	0	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	14								
No	0								
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>11</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	11	No	3	N/A	0	 <p>78.57 %</p> <p>21.43 %</p> <p>■ Yes ■ No</p>
Yes	11								
No	3								
N/A	0								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	14	No	0	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	14								
No	0								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	Yes	14	 <p>100.00 %</p>
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	Disagree	1	 <p>92.86 % 7.14 %</p>
	<p><b>5.2. I would recommend this school to others.</b></p>	Disagree	0	 <p>100.00 %</p>
		No	0	
		Agree	13	
		Agree	14	



## REEVALUATION VISIT REPORT

**Westwood College - River Oaks**  
**80 River Oaks Center, Suite D-9**  
**Calumet City, IL 60409**  
**ACICS ID Code: 00018945**

**Main Campus**  
**Westwood College**  
**Los Angeles, CA**  
**ACICS ID Code: 00011142**

18945@westwood.edu

Mr. Hamed H. Shibli, Campus Director, (hshibli@westwood.edu)

January 28-29, 2014

William Winger	Chair	American International College of Arts and Sciences Antigua	Denver, CO
Thomas Bryant	Student-Relations Specialist	Medtech	Roswell, GA
James Taylor	Educational Activities and Criminal Justice	Brown Mackie College	Tulsa, OK
Charles Saunders	Animation/Computer Aided Design/Graphic Design and Multimedia/Visual Communications/Construction Management	Virginia College (retired)	Owens Cross Roads, AL
Kevin Brown	Business Administration/Accounting and Financial Management/Marketing Management	Metropolitan State University	Woodbury, MN
Eli Hoehn	Information Technology/Computer Networking/Systems Security and Library	Brown College (former instructor)	St. Peter, MN
Yolanda Staff	Medical Assisting/Healthcare Management	Virginia College	Mobile, AL
Jan Shelton	Staff Representative	ACICS	Washington, DC

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

**ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS**

**PROGRAMS OFFERED BY**  
**WESTWOOD COLLEGE - RIVER OAKS**  
 Calumet City, Illinois

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full Time/Part Time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	955	69.5	92/13	66%	70%	71.13%	72.50%
Associate of Applied Science	Academic Associate's	Information and Network Technologies	1225	90	19/8	56%	67%	57.69%	80%
Associate of Applied Science	Academic Associate's	Computer Aided Design/Architectural Drafting	1205	90	3/0	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Graphic Design	1205	90	20/6	72%	100%	62.79%	100%
Associate of Applied Science	Academic Associate's	Construction Management	965	90	12/5	71%	100%	N/A	N/A
Bachelor of Applied Science	Bachelor's	Business Administration; Major in Accounting	1820	180	1/2	79%	100%	60%	N/A
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Healthcare Management	1820	180	16/3	67%	78%	63.93%	85.71%
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Marketing Management	1820	180	17/1	65%	100%	55.81%	100%
Bachelor of Applied Science	Bachelor's	Construction Management	1945	180	4/2	57%	100%	61.90%	100%
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Animation	2330	180	2/3	86%	100%	62.96%	0%
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Visual Communications	2305	180	4/2	80%	100%	58.62%	100%
Bachelor of Applied Science	Bachelor's	Criminal Justice: Major in Administration	1820	180	40/12	62%	94%	50.53%	84.38%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Network Management	2350	180	5/1	81%	63%	57.89%	76.92%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies Major in Systems Security	2350	180	3/0	81%	71%	77.27%	100%

**TOTAL ENROLLMENT**

**296**

## INTRODUCTION

Westwood College was founded in 1953 as the Radio and Television Repair Institute in Denver, Colorado. In 1958, the institution became the National Electronics Institute. In 1974, it became the Denver Institute of Technology and in 1997, the name was changed to Westwood College of Technology, Inc. When the institution began to expand its locations and program offerings, its name was changed to Westwood College in 2004.

In 2000, the River Oaks campus was the first Westwood College campus established in Illinois. The campus is located on the south side of Chicago between downtown Chicago and the Indiana border. The campus is located in a shopping mall and consists of 42,000 square feet containing 27 classrooms and laboratories, a library, a student lounge, and office space for administration, faculty, and staff to utilize. The facility is bright, well-configured and is adequate to meet the campus' mission.

The River Oaks campus has nearly 300 students enrolled in diploma, academic associate's and bachelor's degree programs. The mix of educational objectives is evenly balanced between the three credential levels. The average age of the students is 31, a majority who are female (61%) and of Black ethnicity (61%).

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission and supporting objectives are found on page 8 of the 2014 academic catalog volume 32-No. 1 revised September 2013.
- 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 and understandable to the public?  
 Yes  No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes  No

## CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes  No
- 1.08 If the campus is an additional location, does the additional location 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 five required elements evaluated in the CEP?  
(a) Student retention.  
 Yes  No  
(b) Student placement.  
 Yes  No  Not Applicable (new additional location only)  
(c) Level of graduate satisfaction.  
 Yes  No  Not Applicable (new additional location only)  
(d) Level of employer satisfaction.  
 Yes  No  Not Applicable (new additional location only)  
(e) Student learning outcomes.

Yes       No

- 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.  
The campus uses average daily attendance and grade distributions to assess its learning outcomes. Attendance is reviewed daily and over the last year has improved by 2.9%. Grade distributions have been analyzed and grading rubrics have been implemented. These measures give the campus an overview of grading tendencies by its faculty and identify courses that fall outside of the standards that have been established.
- 1.12 Are the following identified and described in the CEP?
- (a) The baseline data for each outcome.  
 Yes       No       Not Applicable
- (b) The data used by the campus to assess each outcome.  
 Yes       No       Not Applicable
- (c) How the data was collected.  
 Yes       No       Not Applicable
- (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  
 Yes       No       Not Applicable
- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?  
 Yes       No       Not Applicable (new additional location or initial applicant only)
- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?  
 Yes       No       Not Applicable (new additional location only)
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.  
The campus has established a goal of 70% retention for 2014. They plan to achieve this goal by daily monitoring of attendance, absence reports, and implementing student support follow up activities. Specific goals have been set by each discipline to carefully assess its student retention. Intervention programs for students who have high absence rates have been instituted. The campus plans to host more program-specific job fairs with on-site interviews available to students and graduates. The career services staff will visit more classes to inform students of resources available and will offer special program job readiness events. The campus will encourage students to create placement portfolios as well.
- 1.16 Does the campus have documentation to show the following?
- (a) That the CEP has been implemented.  
 Yes       No
- (b) That specific activities listed in the plan have been completed.  
 Yes       No
- (c) That periodic progress reports have been completed.  
 Yes       No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.  
The campus president, Mr. Hamed Shibli, is responsible for the implementation and monitoring of the CEP. Mr. Shibli has been the campus president since May 2013 but has been with the institution and its parent corporation, Alta Colleges, since 2008. Mr. Shibli has also worked with several other educational institutions since 2003 - mainly in the marketing field. He holds a bachelor's degree in Economics from California State University.
- Mr. Shibli is assisted by a committee consisting of the following administrators and faculty: academic dean; directors of admissions; career services; student finance; and student support; and the general education and business, design, health care, and technology program chairs.
- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes       No       Not Applicable (new additional location or initial applicant only)

## 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 Does the campus:
- (a) Adequately train its employees?  
 Yes       No
- (b) Provide them with constant and proper supervision?  
 Yes       No
- (c) Evaluate their work?  
 Yes       No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes       No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes       No
- (b) Know the person to whom they report?  
 Yes       No
- (c) Understand the standards by which the success of their work is measured?  
 Yes       No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes       No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes       No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes       No
- 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?  
 The campus president, Mr. Shibli, is responsible for the financial oversight of the campus. As previously noted, Mr. Shibli has been with the institution and its parent corporation, Alta Colleges, since 2008. Mr. Shibli has worked with several other educational institutions since 2003. He holds a bachelor's degree in Economics from California State University.

## 3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes       No
- 3.02 Are all staff well trained to carry out administrative functions?

Yes       No

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

The on-site administrator is the campus president, Mr. Hamed Shibli. As previously stated, Mr. Shibli has been with the institution and its parent corporation, Alta Colleges, since 2008, and has worked with other educational institutions since 2003. He holds a bachelor's degree in Economics from California State University,

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

Yes       No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes       No       Not Applicable (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

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

Yes       No (Skip to Question 3.11.)

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

Yes       No

3.12 Are appropriate transcripts maintained for all students?

Yes       No

3.13 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

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

Yes       No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes       No

3.16 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

4.01 How many student files were reviewed during the evaluation?

The team reviewed 37 student files which included student transcripts and student account cards.

- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence 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)?  
 Yes  No
- 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
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No

The enrollment agreement contains verbiage stating students acknowledge receiving a copy of the agreement by signing the document. A total of 37 files were reviewed during the evaluation. Each file contained an enrollment agreement signed by the student, admissions representative, and campus president.

- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 Mr. James Galas is the campus director of admissions. Prior to this position, he owned and operated a real estate firm and worked in the drafting and design industry. Mr. Galas holds a bachelor's degree in Technical Management from DeVry University and an associate's degree in Design and Drafting Technology from Morrison Institute of Technology. Mr. Galas has participated in admissions related training activities since joining the campus.
- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?  
 The campus has several processes in place to ensure ethical recruitment practices are compatible with its educational objectives. All recruitment materials are reviewed and approved by the corporate office prior to utilization to ensure they contain accurate descriptions of the program offerings and their objectives. All employees responsible for recruitment activities are required to participate in training activities. These activities focus on integrity and the importance of providing accurate and correct program information to students. The director of admissions regularly observes interviews conducted by representatives as a means of ensuring appropriate information is provided to students. The corporate office engages secret shoppers to call and visit the campus as an additional method of ensuring compliance.

- 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
- 4.13 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes     No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes     No
- If *Yes*, has the campus published a list of institutions with which it has established the agreements?  
 Yes     No
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?  
 Yes     No

**FOR ALL PROGRAMS**

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes     No  
 If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?  
 The updated standards of satisfactory academic progress (SAP) policy is located on page 2 of the catalog addendum, effective January 8, 2014.
- 4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)
  - Non-credit or remedial courses.  
 Yes       No       Not Applicable (campus does not offer)
  - A warning status.  
 Yes       No       Not Applicable (campus does not use)
  - A probationary period.  
 Yes       No
  - An appeal process.  
 Yes       No
  - An extended-enrollment status.  
 Yes       No       Not Applicable (campus does not offer)
  - The effect when a student changes programs.  
 Yes       No       Not Applicable (campus only offers one program of study)
  - The effect when a student seeks to earn an additional credential.  
 Yes       No       Not Applicable (campus only offers one credential)
  - The implications of transfer credit.  
 Yes       No
- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes       No
- 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% 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?  
 Yes       No       Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 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 status?  
 Yes       No       Not Applicable (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, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes  No

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 (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes  No  Not Applicable (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)

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. Debbie Plemons is the campus academic dean. She holds a bachelor's degree in Business Administration from DePaul University and a master's degree in Commerce from Keller Graduate School of Management of DeVry University. Ms. Plemons has been employed with the campus since 2007 and has held a variety of positions including campus academic dean, director of education, and director of campus operations. In each of these positions, she was responsible for the administration of SAP and advising students.

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

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 (campus has not changed tuition or fees)

4.46 Is the campus' 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 Is the campus following its stated refund policy?

Yes       No

4.49 Does the campus participate in Title IV financial aid?

Yes       No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Deborah McKenzie, director of student finance, is responsible for administering student financial aid. Ms. McKenzie holds a bachelor's degree in Communications from Illinois State University. She is a member of the Illinois Association of Student Financial Aid Administrators (ILASFAA) and regularly participates in their conferences and training activities.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes       No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes       No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes       No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

As previously noted, Ms. Deborah McKenzie, director of student finance, is a member of the ILASFAA and regularly participates in their conferences and training activities. Ms. McKenzie completes webinars sponsored by various agencies such as the Department of Education and the National Association of Student Financial Aid Administrators. The institution also regularly provides training activities.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes       No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes       No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes  No (Skip to question 4.58.)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The campus holds student orientation sessions for each group of in-coming students. The orientation, entitled Day One Success Class, includes the following activities: an introduction to campus life; a review of policies and procedures; presentations from each of the key functional areas; and a general question and answer session. The administration strives to make the orientation process positive and encouraging, while providing vital information new students will need during their programs of study.

The education department monitors student attendance and academic progress on a routine basis. If it is determined that a student is facing challenges in either area, they are required to attend advising sessions. During these sessions, improvement strategies are developed which may include tutoring, assistance with personal matters that are a hinderance to the student, and referrals for assistance from to outside agencies.

The campus does not provide professional counseling. If professional counseling is needed, students are referred to local, external professional service agenices.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes  No  Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Alicia Thomas, director of career services, is responsible for advising students on employment opportunities. Ms. Thomas holds a bachelor's degree in Occupational Education/Fashion Merchandising from Chicago State University. Ms. Thomas has completed training workshops and training meetings focused on student placement.

4.61 Does the campus offer employment assistance to all students?

Yes  No  Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes  No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 421

The ending enrollment reported on the previous year's CAR is 421

4.64 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

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
The campus has a student finance department that is responsible for implementing its default prevention plan. All students are required to participate in an orientation that is designed to provide information about loan repayment obligations. During the initial meeting with the department's staff, students receive entrance counseling on their loan obligations and budgeting information. There is a series of brochures provided to students on the following topics: deferment, forbearance, student loan repayment, and default resolution. Exit loan counseling is also provided for students who: "drop", are terminated, or graduate.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
The campus provides students with a variety of extracurricular activities designed to promote community involvement, along with social activities, and student recognition. Campus clubs and organizations such as Alpha Beta Kappa Honor Society, Criminal Justice Club, Technology Club, and Gamers Club provide students with opportunities to interact with one another and participate in curriculum specific activities. Student recognition activities such as awards ceremonies, recognize student achievement. Job fairs and speakers from the employment community are sponsored throughout the year as a means of providing students with the opportunity to interact with professionals in the community.

**GENERAL COMMENTS:**

Interviews were conducted with the following campus administrators: campus president; academic dean; and the directors of admissions; career services; student finance; and student support. Each director provided accurate and consistent information as it relates to the general operation of their departments. The campus president, as well as all of the departmental managers display a knowledge of and respect for regulatory compliance that they continually project to associates in their departments.

**5. EDUCATIONAL ACTIVITIES**

- 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?  
The academic dean, Ms. Plemons, is assigned to oversee the educational activities of all campus programs. As previously noted, Ms. Plemons holds a master's in Business Administration from Keller Graduate School of Management of DeVry University and a bachelor's degree in Commerce from DePaul University.
- 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 academic dean and campus president give the administrators the authority to develop and administer their respective programs. As per the team's interview with the academic dean, program administrators must meet specific academic and professional criteria in order to hold their positions.
- 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 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 question 5.10*)

#### FOR NEW GRANTS ONLY

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

Yes  No (*Skip to question 5.14*)

#### FOR ALL CAMPUSES

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

Yes  No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes  No

5.16 What provisions are made for individual differences among students?

The academic dean, faculty, and staff are encouraged to get to know each student on an individual basis. This helps them better understand and accommodate the differences among students. There are various campus organizations and activities that students can participate in to accommodate their differences in learning styles.

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

The academic dean and the campus administration conduct weekly faculty meetings to discuss the effectiveness of the curriculum. Faculty is encouraged to evaluate, revise, and make changes as long as they are within the standardized scope of the curriculum.

5.18 Does the faculty participate in this process?

Yes  No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?

Yes  No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?

Yes  No  Not Applicable (campus does not award such credit)

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)

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

Yes  No

5.22 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

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes  No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes  No

5.25 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

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

Yes  No

5.27 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) 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)

5.28 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 minutes and sign in sheets for the in-service trainings held by the campus.

5.29 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

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes  No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes  No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes  No

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

5.35 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**

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

Yes  No

- 5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?  
 Yes  No
- 5.38 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

- 5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?  
 Yes  No
- 5.40 Do the program's general education courses meet Council standards?  
 Yes  No
- 5.41 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

## 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).  
 The campus is located between downtown Chicago and the Indiana border and is closer to the Indiana border. The facility is located in a shopping mall; it encompasses 42,000 square feet of space containing 27 classrooms and laboratories; a library; student lounge with leisure space and activities available to students, including couches and a foosball table; and office space for administration, faculty, and staff. Parking is more than adequate in the shopping mall parking lot. The facility is brightly lit, well-configured, and is adequate to meet the campus mission.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize campus additions?  
 Yes  No
- 6.04 Are all facilities (including additional space and campus additions) 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 campus additions)?
- (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 (please include the year, number, and volume if appropriate)?  
The team reviewed the Westwood College 2014 academic catalog, volume 32 - number 1.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 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 listing of all scholarships, grants, and/or loans offered.  
 Yes  No  Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).

Yes       No       Not Applicable (initial applicants only)

7.05 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

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

Yes       No

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

Yes       No       Not Applicable

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

Yes       No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes       No (*Skip to Question 7.08.*)

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

Yes       No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes       No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes       No

7.08 Is the catalog available online?

Yes       No (*Skip to Question 7.09.*)

If Yes, does it match the hard copy version?

Yes       No

7.09 Does the campus utilize a multiple-school catalog?

Yes       No (*Skip to Question 7.10.*)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes       No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes       No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?

Yes       No

- 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 a variety of outlets including online, television, radio, flyers and brochures, and on and off campus events. In addition, the campus has a multi-campus publication, available to the general public, entitled the "Westwood 100." This publication highlights the "personal success stories" of 100 of the institution's alumni.
- 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 *(Skip to Question 7.14.)*
- If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?  
 Yes  No
- 7.14 Does the campus utilize services funded by third parties?  
 Yes  No *(Skip to Question 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 referenced in all advertising that mentions financial aid?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 7.17 What institutional performance information does the campus routinely provide to the public?  
 The campus provides the following performance information to the public: completion rates; graduation rates; retention rates; and employment disclosures.
- Where is this information published and how frequently is this information being updated?  
 This information is provided on the campus' website and is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

### FOR ALL PROGRAMS

- 8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the 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?  
 During scheduled campus meetings, the librarian makes regular requests of faculty and staff to assess resources and information services needed. Faculty indicate the librarian is very responsive to their needs for resources and information services.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

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

8.07 Is the campus' 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 year's library budget is: \$7,200 or \$600 per month.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

To the date of the visit, \$1,800 of the \$7,200 yearly library budget has been spent; allocated for physical books and periodicals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes  No

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?

Students receive library training in PDEV111, Success Strategies. This course is typically taken during the student's first term. In addition, faculty assign projects which require use of the library's 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)

There is an interlibrary agreement with the Consortium of Academic and Research Libraries of Illinois (CARLI), which gives students free borrowing privileges from the majority of Illinois' academic libraries. The provisions of the agreement are appropriate, and the resources are accessible to students. However, there is no documented evidence of usage since students have not yet done so. According to the campus librarian, Ms. Elizabeth Samaniego, with the available campus library resources and convenient access to the Calumet City Library and Lansing Public Library, both within walking distance of the campus; there is limited demand for these resources.

8.16 Describe any full-text online collections available to students.

Full-text online collections available to students include Britannica Online, eBooks on EBSCOhost, Films on Demand, LexisNexis Academic, lynda.com, Points of View Reference Center, ProQuest, Statistical Ready Reference, and STAT!Ref.

- 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 is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 Ms. Elizabeth Samaniego is the on-site librarian. Ms. Samaniego holds a master's in Library and Information Science from Dominican University. Ms. Samaniego is on-site in the library Monday and Wednesday, 7:30 a.m. - 9:00 p.m.; Tuesday and Thursday, 8:30 a.m. - 9:00 p.m.; and Friday, 8:30 a.m. - 7:00 p.m. She is also accessible to students and faculty by email and phone.
- 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 campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) 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 (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 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- 8.24 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 NONDEGREE PROGRAMS ONLY**

- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes  No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes  No
- 8.27 Is there a current inventory of instructional resources?  
 Yes  No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes  No

## 9. PROGRAM EVALUATION

### **Bachelor's Degree in Business Administration: Major in Healthcare Management**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (Skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Sheila Roe-Boston, general education and school of business program chair, is assigned to administer the Business Administration: Major in Healthcare Management program. Ms. Roe-Boston is a member of the Illinois Education Association/National Education Association (IEANEA). She holds a master's degree in Human Resource Management and master's in Business Management, both from Keller Graduate School of Management of DeVry University, and a bachelor's degree in Communications from Northern Illinois University. Prior to becoming program chair, Ms. Roe-Boston worked as an instructor in the general education and business programs.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The program has strong community support from its Program Advisory Committee (PAC) members as evidenced by the 13 members in attendance at the November 15, 2013 PAC meeting.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (Skip to question 9.14)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 7 calls were attempted to employers or graduates.

How many calls to employers or graduates were successful?

There were 3 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed the employment of the graduates as reported on the 2013 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

**FOR NEW GRANTS AND INITIAL GRANTS ONLY**

- 9.21 Does the campus participate in Title IV financial aid?  
 Yes  No (*Skip to question 9.24*)
- 9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes  No  Not Applicable (Clock hour programs only)
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Several samples of graded, student homework assignments were provided to the team.

**FOR ALL VISITS**

- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes  No
- (b) Instructional equipment.  
 Yes  No
- (c) Resources.  
 Yes  No
- (d) Personnel.  
 Yes  No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes  No
- (b) Well-defined instructional objectives.  
 Yes  No
- (c) The selection and use of appropriate and current learning materials.  
 Yes  No
- (d) Appropriate modes of instructional delivery.  
 Yes  No
- (e) The use of appropriate assessment strategies.  
 Yes  No
- (f) The use of appropriate experiences.  
 Yes  No

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

- 9.27 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
- 9.28 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**

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No

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

- 9.30 Are teaching loads reasonable?  
 Yes  No

**FOR BACHELOR'S DEGREES ONLY**

- 9.43 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 the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

**9. PROGRAM EVALUATION****Bachelor's Degree in Business Administration: Major in Accounting****Bachelor's Degree in Business Administration: Major in Marketing Management****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Roe-Boston is the general education and school of business program chair. As previously noted, she holds a bachelor's in Communications from Northern Illinois University, and a master's of Business Administration and master's of Human Resource Management, both from Keller Graduate School of Management of DeVry University. Ms. Roe-Boston also has more than 15 years of private sector experience as the owner and chief executive officer of Boston Custom Design. She sits on several of the institution's committees, including a committee involving curriculum development.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes       No       Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The campus offers comprehensive community resources for the program students, including the following: a program advisory board, "IT tech squad;" veterans resource fairs; job fairs; financial seminars; employment mock interviews; and field trips. Students also have volunteer opportunities with a variety of organizations, such as JenCare Neighborhood Medical Centers. These resources offer significant opportunities for students to network and gain career-relevant experience.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes       No
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:  
 (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

**For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:**

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls to employers or graduates was attempted for the following programs:

Bachelor's degree in Business Administration: Major in Accounting - 5

Bachelor's degree in Business Administration: Major in Marketing Management - 5

How many calls to employers or graduates were successful?

The following number of calls to employers or graduates was successful for the following programs:

Bachelor's degree in Business Administration: Major in Accounting - 0

Bachelor's degree in Business Administration: Major in Marketing Management - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Two successful contacts confirmed the employment of the Business Administration: Major in Accounting program graduates as reported on the 2013 CAR. No contacts were available to confirm the employment of the Business Administration: Major in Marketing Management program graduates.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?

Yes  No

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed graded homework assignments, quizzes, mid-term and final exams, and demonstrations of in-class participation. Grade points are assigned based upon the quantity and quality of participation in subject-related discussions while in class. These participation points help instructors assess if students are successfully completing their homework assignments.

**FOR ALL VISITS**

- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No

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

- 9.27 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
- 9.28 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**

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No

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

- 9.30 Are teaching loads reasonable?  
 Yes       No

**FOR BACHELOR'S DEGREES ONLY**

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

- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes       No

**GENERAL COMMENTS:**

The program chair stated that the Business Administration: Major in Accounting program is in teach-out mode. The three remaining students are scheduled to graduate at the end of the January 2014 term.

Several business program students commented on their desire to have more practical, hands-on experiences in their courses rather than relying so much on textbooks and lectures. First-year students, in particular, said they were satisfied with the campus overall.

**9. PROGRAM EVALUATION****Bachelor's Degree in Criminal Justice: Major in Administration****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No (Skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Stephen Kashirsky, chair, is assigned to administer the program. Mr. Kashirsky holds a master's in Criminal Justice from the University of Detroit, a master's in Physical Education from Indiana University, and a bachelor's in Upper Grade Teaching from Chicago Teacher's College. Mr. Kashirsky started his teaching career at South Suburban College in 2003, and began teaching for Westwood in 2004. In addition, he is a loss prevention agent at Carson Piere Scott, and is a retired special agent from the Federal Bureau of Investigations (FBI).
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes       No       Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).

The program chair and faculty have direct relationships with local, state, and federal law enforcement agencies, which enable students to go on field trips and attend seminars to reinforce their classroom learning. In addition, classroom presentations are given each month by career-related professionals who work in the criminal justice field.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes       No
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 5 calls attempted.

How many calls to employers or graduates were successful?

There were 3 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed the employment of the graduate as reported on the 2013 CAR

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?

Yes  No

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed documentation provided by the campus in a program binder, which verified homework is assigned, graded, and included in the students' course grade.

#### FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No

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

9.27 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

9.28 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**

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

- Yes       No

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

9.30 Are teaching loads reasonable?

- Yes       No

**FOR BACHELOR'S DEGREES ONLY**

9.43 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 the equivalent?

- Yes       No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

- Yes       No

9.45 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 (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

- Yes       No

9.47 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)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

- Yes       No

## 9. PROGRAM EVALUATION

### **Associate's Degree in Construction Management**

### **Bachelor's Degree in Construction Management**

### **Associate's Degree in Computer Aided Design/Architectural Drafting**

### **Associate's Degree in Graphic Design**

### **Bachelor's Degree in Graphic Design: Major in Animation**

### **Bachelor's Degree in Graphic Design: Major in Game Art**

### **Bachelor's Degree in Graphic Design: Major in Visual Communications**

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

Yes  No (*Skip to question 9.02*)

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

Mr. Kevin Connaughton, program chair, is assigned to administer the Computer Aided Design/Architectural Drafting (CAD) and design programs. Mr. Connaughton holds a bachelor's degree in Art from Columbia College-Chicago and a master's degree in Art from St. Xavier University. Mr. Connaughton has been with the campus since October 2006. Prior to joining the campus, he worked as a teachers aide from 1997-2000 at Columbia College-Chicago; a student teacher at Joliet Central High School from for one year; and as a graphic designer/draftsman for Primera Engineer for four years. Mr. Connaughton continues to teach part-time for the University of Phoenix; he has held this position since 2008.

Mr. Richard T. Dixon, program chair, is assigned to administer the Construction Management programs. Mr. Dixon began working at the campus in October 2002 as an adjunct instructor before becoming a full-time faculty member. He holds the following Cisco certifications: Cisco Certified Network Associate (CCNA)1 Network Basics; CCNA2 Routers/Routing Basics; CCNA-Accessing WAN; and and CompTIA Linux +. Prior to his employment at the campus, Mr. Dixon worked for LTV Steel Corporation as manager of the computer and networking department from 1994-2002. He currently teaches at DeVry University; he has been at DeVry since 2001.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

Yes  No  Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The programs have numerous local companies represented on the campus' Program Activities Committee (PAC), which meets twice a year. The programs also have career-related field trips and guest speakers.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes       No
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes     No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes     No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was attempted for the following programs:

Academic associate's degree in Construction Management - 1

Bachelor's degree in Construction Management - 5

Academic associate's degree in Graphic Design - 3

Bachelor's degree in Visual Communication - 4

Bachelor's degree in Animation - 3

There were not calls attempted for the CAD program; it was started in the fall of 2013 and has no graduates to date.

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Associate's degree in Construction Management - 1

Bachelor's degree in Construction Management - 3

Associate's degree in Graphic Design - 2

Bachelor's degree in Visual Communication - 3

Bachelor's degree in Animation - 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of successful contacts confirmed employment of the graduates as reported on the 2013 CAR:

Academic associate's degree in Construction Management - 1

Bachelor's degree in Construction Management - 1

Academic associate's degree in Graphic Design - 1

Bachelor's degree in Visual Communication - 1

Bachelor's degree in Animation - 1

Five of the 12 successful contacts confirmed the graduates' "in-field" employment as reported on the 2013 CAR. Seven of the 12 successful contacts stated the graduate's position was not "in-field."

If *No*, explain:

**(Section 3-1-303(a)):** The team was not able to verify the placement rates as reported on the on the 2013 CAR. Specifically, there are discrepancies between the information reported on the 2013 CAR and the employment verification calls for the following graduates:

- Mr. Patrick Kitchin, bachelor's degree in Construction Management program graduate, is reported as working in-field; however, the team verified he is employed by American House Development as a carpenter.
- Mr. Marcus Salter, bachelor's degree in Construction Management program graduate, is reported as working in-field; however, the team confirmed he is self-employed by Salter's Decorating Services as a painter.
- Mr. Erin Fuchion, academic associate's degree Graphic Design program graduate, is reported as working in-field; however, the team confirmed he is employed by CD One Price Cleaners as a counter/customer service person.
- Ms. Kierra Sims, bachelor's degree Visual Communications program graduate, is reported as working in-field; however, the team confirmed she is employed by Southside Autobath as a car washer and detailer.

- Ms. Tara Werner, bachelor's degree Visual Communications program graduate, is reported as working in-field; however, the team confirmed she is employed by Pier 1 Imports as a sales associate.
- Mr. Blake Fletcher, bachelor's degree in Animation program graduate is reported as working in-field; however, the team confirmed he employed by Advocate South Suburban Hospital as a food and nutrition services aid.
- Mr. Robert Houston, bachelor's degree Animation program graduate is reported as working in field; however, the team confirmed he is employed by Apple One-Chicago as a temporary guest relations/hospitality specialist as an area hotel.

Graduates who were contacted stated their employment does not require the utilization of program-related skills that were acquired by obtaining their specific degree.

- 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
- Yes       No       Not Applicable

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.21 Does the campus participate in Title IV financial aid?
- Yes       No (Skip to question 9.24)
- 9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes       No       Not Applicable (Clock hour programs only)
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
- Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed current syllabi and homework submitted for the current term, and provided with graded homework assignments.

#### FOR ALL VISITS

- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No

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

9.27 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

9.28 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**

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No

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

9.30 Are teaching loads reasonable?  
 Yes  No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

9.38 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 the equivalent?  
 Yes  No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No

9.41 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)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable

**FOR BACHELOR'S DEGREES ONLY**

9.43 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 the equivalent?  
 Yes  No

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

9.45 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 (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No

9.47 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)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes       No

**GENERAL COMMENTS:**

The students commented on their desire to have more practical, hands-on experiences in their courses; rather than mainly relying on textbooks, term papers, and lectures.

**9. PROGRAM EVALUATION****Associate's Degree in Information and Network Technologies****Bachelor's Degree in Information and Network Technologies: Major in Network Management****Bachelor's Degree in Information and Network Technologies: Major in Systems Security**

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

Yes       No (*Skip to question 9.02*)

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

Mr. Richard Dixon, program chair, is assigned to administer the Information and Network Technologies (IT) programs. Mr. Dixon holds a bachelor's degree in Chemistry from the University of Pittsburgh, a master's degree in Telecommunications Management from Keller Graduate School of Management of DeVry University, and multiple CCNA certifications. His experiential qualifications include: employment at LTV Steel Corporation as a computer network manager, a senior faculty at DeVry University, and teacher and program chair at Westwood College.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

Yes       No       Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

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 section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The 2013 Campus Accountability Report (CAR) shows that each of these programs has less than 10 graduates; therefore, an improvement plan is not required.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

These programs utilize a Program Advisory Committee (PAC) comprised of local industry professionals who provide recommendations and feedback on the needs of local industry. A recent PAC meeting was held on 11/15/2013. In addition, the campus hosts an IT club whose goals are to provide students with access to software and hardware; networking workshops; volunteer opportunities in the local community; and opportunities to participate in IT-relevant field trips; plus, guest speakers.

9.08 Is the utilization of community resources sufficient to enrich the program?

- Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No (Skip to question 9.14)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:**
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes       No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was attempted for the following programs:

Academic associate's degree in Information and Network Technologies - 2

Bachelor's degree in Information and Network Technologies: Major in Network Management - 5

Bachelor's degree in Information and Network Technologies: Major in Systems Security - 5

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Associate's degree in Information and Network Technologies - 1

Bachelor's degree in Information and Network Technologies: Major in Network Management - 1

Bachelor's degree in Information and Network Technologies: Major in Systems Security - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of contacts confirmed employment as reported on the CAR:

Associate's degree in Information and Network Technologies - 1

Bachelor's degree in Information and Network Technologies: Major in Network Management - 0

Bachelor's degree in Information and Network Technologies: Major in Systems Security - 0

One of the four successful contacts confirmed the graduate's employment as reported on the 2013 CAR. Three of the contacts verified the graduate's position obtained on graduation were not "in-field."

If *No*, explain:

**(Section 3-1-303(a)):** The team was not able to verify the placement rates as reported on the on the 2013 CAR. Specifically, there were discrepancies found between the information as reported on the 2013 CAR and the employment verification calls placed for the following graduates

- Mr. Joseph Davis, academic associate's degree in Information and Network Technologies program graduate, is reported as working in-field; however, the team verified he is employed by CTJ Auto Group as an auto group owner.
- Mr. Jerry Crawford, bachelor's degree Network Management program graduate, is reported as working in-field; however, the team verified he is employed by Pearson Education as a temporary student essay scorer.
- Mr. Thomas Cypress, bachelor's degree Systems Security program graduate, is reported as working in-field; however, the team verified he is employed by Horseshoe Casino as a security investigator.

Mr. Cypress stated that although the position dealt with a form of security, it did not utilize or require the computer skills acquired from his program of study. Graduates, Mr. Davis and Mr. Crawford stated their employment does not require the utilization of program-related skills acquired from their programs of study.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.21 Does the campus participate in Title IV financial aid?

Yes  No

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team was provided with graded out-of-class work assignments from each program.

#### FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

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

9.27 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

9.28 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

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

Yes       No

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

9.30 Are teaching loads reasonable?

Yes       No

#### FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.38 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 the equivalent?  
 Yes       No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.41 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)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No       Not applicable

#### FOR BACHELOR'S DEGREES ONLY

- 9.43 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 the equivalent?  
 Yes       No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes       No

#### GENERAL COMMENTS:

The students commented on their desire to have more practical, hands-on experiences in their courses rather than relying so much on textbooks, term papers, and lectures.

## 9. PROGRAM EVALUATION

### Diploma in Medical Assisting

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

Ms. Adrienne Reaves is the interim program chair for the Medical Assistant program. She holds a master's degree in Adult Education from National Louis University, and is a registered medical assistant. Prior to joining the campus, she has held positions with Harrison College as medical program coordinator and online instructor.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes       No       Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes       No       Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The program has strong community support from its Program Advisory Committee (PAC) members as evidenced by the seven members who attended the November 15, 2013, meeting. There is continued evidence of community resources as provided by field trips to Rush Medical Center and the Gross Anatomy Lab, and recent guest speakers who spoke on the following topics: breast cancer; kidney transplants; immune systems; job readiness; and gastrointestinal diseases. Finally, the 13 current externship site contracts demonstrate strong community support.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:  
 (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 10 calls attempted to employers or graduates.

How many calls to employers or graduates were successful?

There were 10 successful calls to employers or graduates

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

#### **FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.21 Does the campus participate in Title IV financial aid?

Yes  No

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

- Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.  
 Several samples of homework were provided to the team for review.

#### FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number and nature of the program?

- (a) Facilities.  
 Yes       No  
 (b) Instructional equipment.  
 Yes       No  
 (c) Resources.  
 Yes       No  
 (d) Personnel.  
 Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

- (a) Systematic planning.  
 Yes       No  
 (b) Well-defined instructional objectives.  
 Yes       No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes       No  
 (d) Appropriate modes of instructional delivery.  
 Yes       No  
 (e) The use of appropriate assessment strategies.  
 Yes       No  
 (f) The use of appropriate experiences.  
 Yes       No

#### FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

- Yes       No

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

9.27 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

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

- Yes       No

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

- Yes       No

9.32 What is the current student/teacher ratio?

The current student/teacher ration is 8:1.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

- Yes       No

**COMMENDATIONS:**

- The organization and content of the campus' student files provided consistent arrangement; and accuracy of the documents within the files simplified the review process. The team further commends the campus on the variety of student centered extracurricular activities that provide them with opportunities to interact with each other and professionals within their fields.
- The Business program director will oversee a wonderful 11 day international trip, available for all business students in the institution. They will visit London, Paris, Lucerne, and Milan. The trip includes roundtrip airfare, a full-time tour director, land transportation, hotels and accommodations, a light breakfast daily, and 3 to 4 dinners for \$3,700 - \$4,000 per person. Three days are reserved to participate in "business visits".
- Student Services Representative, Mr. Jamal Yousef's hard work and dedication to the campus, helped provide the team with a pleasant experience during the reevaluation visit. Mr. Yousef took the time to ensure that the team had everything needed and requested.

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1.	Section 3-1-303(a)	The team was unable to verify the 2013 Campus Accountability Report (CAR) since the placement classification from some students was not able to be verified as reported (pp. 36 and 41).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration  
*(These recommendations are not included in the report seen by the Council):*

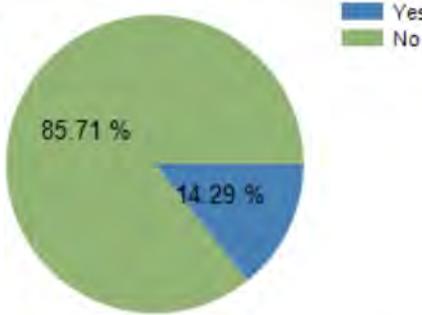
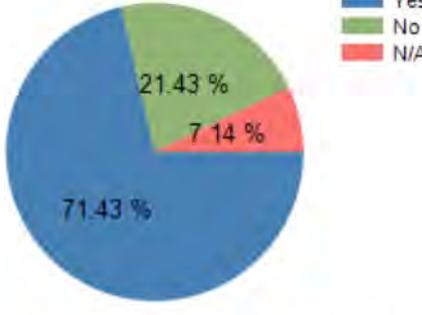
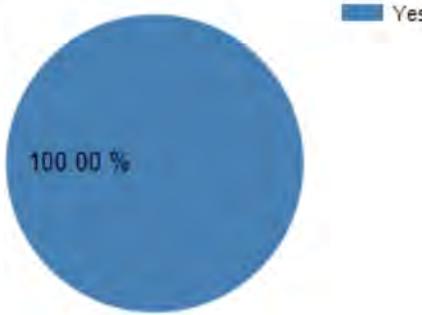
### **Business Programs:**

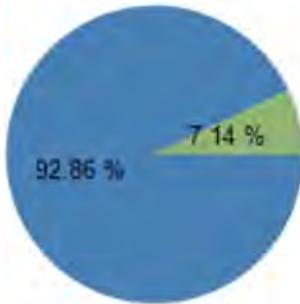
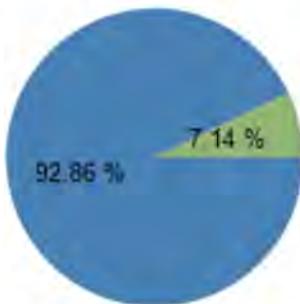
- Consider including a required externship, service learning activities, or other practical experiences in the curriculum that would reinforce knowledge and skills students have learned in the classroom.
- Community resources should be used to enrich the business programs. Inviting guest speakers, such as local business leaders, to talk with students about how to start a business and other topics would enhance the program.
- The program would also benefit from standardized rubrics for the major assignments in each course that have been developed, vetted, and implemented throughout the program. Rubrics could be provided to students to facilitate their work and alleviate concerns about fairness in grading.
- Incorporate syllabi with more course specific language. The current syllabi appear to be written with broad language that may not always suit the requirements of individual courses.

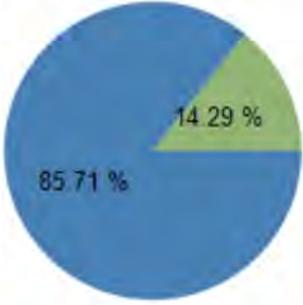
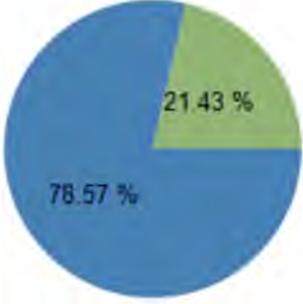
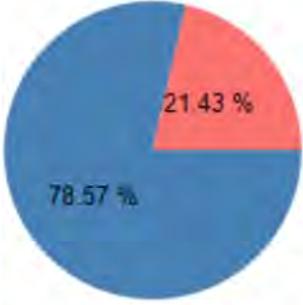
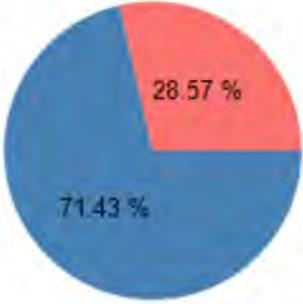
### **Medical Assisting Program:**

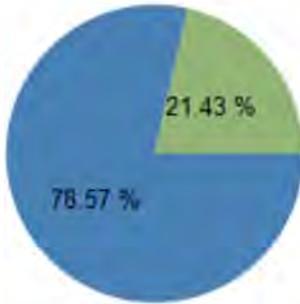
- Guest speakers and field trips should be regularly utilized every term for each core course in the program.

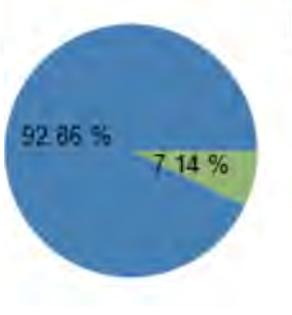
### Student Survey Response Summary Graph

Personify Id	Survey Question	Category	Count	
00018945				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	2	
		No	12	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	10	
		No	3	
		N/A	1	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	14	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> </table>	Yes	14	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	14						
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> </table>	Yes	14	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	14						
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>13</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	13	No	1	 <p>92.86 %</p> <p>7.14 %</p> <p>■ Yes ■ No</p>
Yes	13						
No	1						
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>13</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	13	No	1	 <p>92.86 %</p> <p>7.14 %</p> <p>■ Yes ■ No</p>
Yes	13						
No	1						

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>12</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	12	No	2	 <table border="1"> <tr> <td>Yes</td> <td>85.71 %</td> </tr> <tr> <td>No</td> <td>14.29 %</td> </tr> </table>	Yes	85.71 %	No	14.29 %		
Yes	12												
No	2												
Yes	85.71 %												
No	14.29 %												
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>11</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	11	No	3	N/A	0	 <table border="1"> <tr> <td>Yes</td> <td>78.57 %</td> </tr> <tr> <td>No</td> <td>21.43 %</td> </tr> </table>	Yes	78.57 %	No	21.43 %
Yes	11												
No	3												
N/A	0												
Yes	78.57 %												
No	21.43 %												
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>11</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>3</td> </tr> </table>	Yes	11	No	0	N/A	3	 <table border="1"> <tr> <td>Yes</td> <td>78.57 %</td> </tr> <tr> <td>N/A</td> <td>21.43 %</td> </tr> </table>	Yes	78.57 %	N/A	21.43 %
Yes	11												
No	0												
N/A	3												
Yes	78.57 %												
N/A	21.43 %												
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>10</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>4</td> </tr> </table>	Yes	10	No	0	N/A	4	 <table border="1"> <tr> <td>Yes</td> <td>71.43 %</td> </tr> <tr> <td>N/A</td> <td>28.57 %</td> </tr> </table>	Yes	71.43 %	N/A	28.57 %
Yes	10												
No	0												
N/A	4												
Yes	71.43 %												
N/A	28.57 %												

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	14	No	0	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	14								
No	0								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	14	No	0	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	14								
No	0								
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>11</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	11	No	3	N/A	0	 <p>78.57 %</p> <p>21.43 %</p> <p>■ Yes ■ No</p>
Yes	11								
No	3								
N/A	0								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	14	No	0	 <p>100.00 %</p> <p>■ Yes</p>		
Yes	14								
No	0								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>14</td> </tr> </table>	Yes	14	<table border="1"> <tr> <td>No</td> <td>0</td> </tr> </table>	No	0	 <p>100.00 %</p> <p>■ Yes</p>
Yes	14							
No	0							
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>1</td> </tr> </table>	Disagree	1	<table border="1"> <tr> <td>Agree</td> <td>13</td> </tr> </table>	Agree	13	 <p>92.86 %</p> <p>7.14 %</p> <p>■ Disagree</p> <p>■ Agree</p>
Disagree	1							
Agree	13							
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>0</td> </tr> </table>	Disagree	0	<table border="1"> <tr> <td>Agree</td> <td>14</td> </tr> </table>	Agree	14	 <p>100.00 %</p> <p>■ Agree</p>
Disagree	0							
Agree	14							

The Chronicle of Higher Education

June 18, 2015

## How a For-Profit's Implosion Could Be a Game-Changer for College Oversight



Chronicle photo by Goldie Blumenstyk

Sen. Elizabeth Warren grills Albert C. Gray, president of the agency that accredited Corinthian Colleges, at a hearing on Wednesday: "How many federal and state agencies need to file lawsuits" before the accreditor takes action?

[Enlarge Image](#)

By Goldie Blumenstyk

Washington

Last week's [loan-forgiveness plan](#) for students who attended Corinthian Colleges' closed campuses will very likely have ramifications that extend to all of higher education.

The U.S. Department of Education's actions are unprecedented in scope, opening the door to the possibility that thousands of defrauded students could see their federal loan debts wiped away in one fell swoop, at a potential cost to taxpayers of hundreds of millions of dollars.

By many accounts, the move could also change how accreditors, states, and the federal government handle quality assurance of college programs.

"If we are going to be discharging a significant amount of debt, it means we have to pay much more attention" says David A. Bergeron, a senior fellow at the Center for American Progress who long served as an Education Department official.

Pauline Abernathy, vice president of the Institute for College Access and Success, says the move represents a shift in responsibility, making the government, not just the students, financially liable for loans used at colleges that defraud their students.

"The stakes to the students have been very clear for a very long time," says Ms. Abernathy. Now the Education Department, state regulators, and accreditors will face pressure "to all act much sooner" to prevent abuses that could justify a loan discharge, she adds.

Yet it's hardly clear that any of those actors are equipped or inclined to take on the responsibilities the department's latest actions could require. Even though attorneys general across the country have undertaken investigations of for-profit colleges, lawmakers in Florida, for instance [killed a bill](#) this week that would have targeted low-quality institutions.

### **Sticking Taxpayers With the Bill**

In some cases, the parties might not believe they are even justified to act.

That was made visible on Wednesday, during a testy face-off at a Capitol Hill hearing that left several Democratic senators exasperated by the stance of one of the accreditation-agency leaders invited to testify.

Sen. Elizabeth Warren, in particular, grilled the president of the Corinthian campuses' accreditor for leaving their accreditations intact "right up to the minute they closed." She also questioned why his agency continued to accredit the campuses of another for-profit-college company, ITT Educational Services, despite the accusations it faces from state attorneys general, the Consumer Financial Protection Bureau, and the U.S. Securities and Exchange Commission.

"How many federal and state agencies need to file lawsuits" before the accreditor takes action? asked Ms. Warren, a Democrat from Massachusetts. "The accrediting agency continued to look the other way, and now students and taxpayers are stuck with the bill."

Albert C. Gray, president of the Accrediting Council for Independent Colleges and Schools, responded that his agency had increased its watch over several of the colleges but had not withdrawn accreditation because "our council makes recommendations based on facts, not allegations."

Although the Education Department has taken several actions against Corinthian, including its decision to [restrict loan advances](#) to the company last summer and its imposition of a [\\$30-million fine](#) against its Heald Colleges in April, the company has disputed the many allegations against it by the federal government and other agencies. ITT also disputes the accusations against it.

"Are you saying there was no evidence that Corinthian Colleges lied to their students?" Ms. Warren pressed, while another skeptical Democrat, Sen. Chris Murphy of Connecticut, advised Mr. Gray "there would be much more faith in the accrediting process" if he would have acknowledged that "we missed this one."

Yet while the caution the accrediting agency showed may have been legally proper, accreditation leaders who watched the Senate hearing and who have been following the news cycles acknowledged that accreditors can't just duck expectations that they play some role in protecting against fraud.

"We need to take a look at whether it ought to be an accreditor responsibility, and if it is an accreditor responsibility, how?" said Judith S. Eaton, president of the Council for Higher Education Accreditation. "How do we get into the appropriate preventative role?"

### **Potential Costs Are Steep**

The details of exactly who will be eligible to have their federal loan obligations wiped away remain to be worked out — to the consternation of both student advocates, who

hope the process won't be too restrictive, and fiscal hawks, who worry that these discharges and future ones will become too costly to taxpayers.

"My concern is that, down the road, being 'defrauded' means something different," says Lindsey Burke, an education-policy fellow at the right-leaning Heritage Foundation.

It's not just those in right-leaning organizations who have that worry. Mr. Bergeron, of the Center for American Progress, says there's a danger that "if the department goes overboard in forgiving loans, it could undermine the financial and political viability of the student-loan system."

Along with the Corinthian situation and the pending legal actions against ITT, major legal cases are now underway against colleges owned by the Education Management Corporation and [Stevens-Henager College](#) (both of which are being sued by the U.S. Department of Justice, among others). Any of those lawsuits could result in findings that justify loan discharges based on fraud.

Strictly speaking, the Education Department hasn't announced a new policy; it's just beginning to put in place a process that will allow borrowers to exercise a legal right they've had since the early 1990s.

But the department's action is notable for several reasons. For one, it has agreed to provide loan discharges to thousands of students at Corinthian's Heald College based on its own [finding](#) that the college systematically misled students about its job-placement rates.

It has also put into motion the steps for a discharge process for other students who believe they have been defrauded by their college. And for the first time in history, the department plans to appoint a special master to review claims by students who contend they deserve loan discharges because they were defrauded by Corinthian or other colleges.

"It's a significant change," says Robyn Smith, a lawyer at the National Consumer Law Center who calls the creation of the process a welcome sign "that the department recognizes there are large numbers of students who have been harmed."

And while some observers have speculated that the policy could also open the door to widespread demands for loan discharges — think disgruntled law students misled by job-placement promises — several higher-education observers call such concerns a red herring. The key problems, they say, come from colleges found to have systematically lied to students. The real question is what standard of proof the department will require to allow a discharge.

For example, several for-profit-college companies have been sued or are under investigation by state attorneys general. And often when such cases are resolved, the settlements include language saying that the college does not admit wrongdoing. Will borrowers from those colleges be able to cite the settlement as grounds for a discharge?

For Eileen Connor, a lawyer with the New York Legal Assistance Group, that's a very real question. The organization represents students who attended colleges owned by the Career Education Corporation, which [settled a case](#) with the State of New York in 2013 for misrepresenting job-placement rates.

Ms. Smith, of the National Consumer Law Center, says she hopes the Corinthian incident will prod the Education Department to become more assertive against colleges that mislead students — and to try to recover the cost of the loan discharges from the colleges, not the taxpayers.

"They should be seeking as much as they can" before the colleges shut down, she says.

But Mr. Bergeron, the former Education Department official, notes that the organizational structure of the department may work against that, since it is responsible both for ensuring fraud does not occur and for granting loan discharges to

borrowers who believe they are victims of it. If the agency is worried about costing the taxpayers money, those two objectives may conflict with each other.

Senator Warren, who has proposed moving the student-loan complaint system out of the Education Department and into the Consumer Financial Protection Bureau, says the department ought to be able to balance the two priorities when it comes to loan discharges for fraud. The department "has power to cut off aid to fraudulent schools long before students are hurt and taxpayer dollars are wasted," she said in a written statement to *The Chronicle*. "If they don't want taxpayers to pay for discharges when students get cheated, [department officials] should invest the time and resources early to make sure predatory schools never cheat those students in the first place."

That may be easier said than accomplished.

Goldie Blumenstyk writes about the intersection of business and higher education. Check out [www.goldieblumenstyk.com](http://www.goldieblumenstyk.com) for information on her new book about the higher-education crisis; follow her on Twitter [@GoldieStandard](https://twitter.com/GoldieStandard); or email her at [goldie@chronicle.com](mailto:goldie@chronicle.com).



**NEW GRANT**

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**600 SW 10<sup>th</sup> Avenue, Suite 400**  
**Portland, OR 97205**  
**ACICS ID Code: 00038375**

Julia Brooks, Campus President (jbrooks@portland.chefs.edu)  
 (acicsinfo@portland.chefs.edu)

May 7-8, 2014

Dr. Joyce J. Caton	Chair	Retired Educator	Wentzville, MO
Ms. Pan Fuchs	Student-Relations Specialist	Sr. Director, Accreditation/Licensing Corinthian Colleges, Inc.	Los Angeles, CA
Mr. Terry Owens	Educational Activities	Retired, Southern Illinois University	Carbondale, IL
Ms. Mary Mendenhall	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
PORTLAND, OR**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Academic Associate's Degree	Le Cordon Bleu Culinary Arts ***	107	221	89.0%	83.0%	85.1%	77.3%
Associate of Occupational Studies	Academic Associate's Degree	Le Cordon Bleu Patisserie and Baking ***	106	64	97.0%	<b>65.0%</b>	86.2%	76.4%
Certificate	Certificate	Le Cordon Bleu Culinary Arts ***	55	73	79.0%	80.0%	74.6%	<b>69.2%</b>
Certificate	Certificate	Le Cordon Bleu Patisserie and Baking***	55	18	80.0%	<b>64.5%</b>	73.5%	<b>47.1%</b>
		Total Enrollment	376					

*Notes:* Type in bold any retention rate below 65 percent (programs >1 year in length) or 70 percent (programs =<1 in length) and any placement rate below 70 percent. Delete either *Sem.* or *Qtr.* in the column 3 heading. Add or delete rows as needed.

\*\*\* All programs are programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission and have current grants that expire 6/30/2019. Therefore, none of the programs were reviewed by the team.

## INTRODUCTION

Le Cordon Bleu College of Culinary Arts in Portland, formerly known as Western Culinary Institute, was established in 1983 to meet the growing demand for professionally trained chefs and quickly gained a national reputation. In 1996 Career Education Corporation entered the field of culinary arts when it acquired the Western Culinary Institute. In 1999 Le Cordon Bleu College in Portland began its partnership with Le Cordon Bleu International. In November 2009, CEC's culinary education group ("CEG") finalized a name change and the school name was changed to its current name of "Le Cordon Bleu College of Culinary Arts."

Portland offers a striking background for Le Cordon Bleu College of Culinary Arts as it is home to a vibrant and growing dining scene. In 2007 the *Food Network Awards* recognized Portland as their "Delicious Destination of the Year: A rising city with a fast-growing food scene." In 2002 *Gourmet Magazine* dubbed the city "the next Napa." And *Travel + Leisure* ranked it #1 in Farmers' Markets in its 2009 "America's Favorite Cities" issue. Consequently, Portland is a food hot bed, spawning many of the up and coming chefs, including some James Beard winners. The city is abundant with locally-grown produce and seafood from local fisheries, and the region is #3 in the nation in the number of wineries. Portland is also recognized for its brewpubs, food carts, coffee shops, green spaces and gardens.

The majority of the students are between 20 to 29 years of age with the total population ranging from 17 to 50 years of age and over. The population is 53 percent male, 44 percent female, and 3 percent undisclosed; the ethnic breakdown is 62 percent Caucasian, 2 percent American Indian or Alaska native, 2 percent Asian, 6 percent African American, 3 percent Hispanic, 20 percent Native Hawaiian or other, 3 percent two or more races, and 2 percent undisclosed.

The campus provided a complete, well organized set of materials for the team to review and efficiently provided requested additional documentation as needed. In addition, the team greatly appreciated the hospitality that made the site visit especially enjoyable.

### 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement can be found on page 6 of the 2013-2014 Le Cordon Bleu College of Culinary Arts and California Culinary Academy catalog.
- 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 and understandable to the public?

Yes     No

1.06 Is the campus committed to successful implementation of its mission?

Yes     No

### CAMPUS EFFECTIVENESS

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

Yes     No

1.08 If the campus is an additional location, does the additional location 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 five required elements evaluated in the CEP?

(a) Student retention.

Yes     No

(b) Student placement.

Yes     No     Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes     No     Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes     No     Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes     No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed. Measurements of student learning outcomes include:

- National Environmental Health Association (NEHA) test results,
- Externship evaluations including a written paper,
- Satisfactory Academic Progress results, and
- American Culinary Federation Education Foundation Accrediting Commission competency examinations.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes     No     Not Applicable

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

Yes     No     Not Applicable

(c) How the data was collected.

Yes     No     Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes     No     Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes     No     Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes     No     Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The career services department will continue to strive to reach placement goals through the following actions:

- increase engagement with the students from the very beginning of their education to foster and encourage the development of strong employability skills;
- develop an individual relationship between each student and a specific career services staff member to build consistency and connectedness with the career services department;
- offer weekly job search and networking workshops;
- expand the diversity of employer relationships by further developing contacts with institutional food service providers and nontraditional employers;
- broaden the scope and number of employers invited to participate in the career and networking fairs held on campus;
- promote the use of the Optimal Resume website for resume, cover letter and portfolio composition, interviewing skill assessment, as well as a resource for employer job postings;
- invite industry professionals to participate in classroom presentations and panel discussions to broaden students' knowledge and understanding of the industry and chef expectations; and
- provide ongoing resources, inspiration and guidance for employment and externship opportunities.

Specific activities to improve retention include the following actions:

- utilize the academic leadership team (director of education, associate registrar, and three lead instructors) to monitor attendance daily with the goal of increasing retention;
- conduct weekly retention meetings with the academics team who reviews students on the last date of attendance (LDA) list, potential externship problems, students with financial difficulties, students on the leave of absence list, and any other students that may be at risk of dropping out of school after each faculty member has gone through an advising process with any student who has dropped below the B level. The student then meets with the faculty member to discuss what may be hindering their progress and to formulate a plan to help the student get on track in the class;
- develop a team consisting of academic leadership and the career services department to encourage students to look for work in the culinary industry while they are in school; and
- focus on the timing of the delivery of the programs to satisfy the individual student's needs.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes       No

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

Yes       No

(c) That periodic progress reports have been completed.

Yes       No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Ms. Julia Brooks, campus president, has the ultimate responsibility for implementing and monitoring the CEP. Ms. Brooks holds a bachelor's degree in business administration from California State University, Northridge. She holds a Service Permit from Oregon Liquor Control Commission that expires in 2018 and a ServSafe Certification. Ms. Brooks has held a variety of management positions with Le Cordon Bleu College of Culinary Arts since 2001 including vice president of finance, interim president, campus president in Austin, Texas for approximately five years, and her current position in Portland for the past four years.

In addition, Le Cordon Bleu College of Culinary Arts Portland has a campus effectiveness team with representation from various school departments that meets on a periodic basis. In addition to Ms. Brooks, the committee members include: Mr. Matt Kuerbis, director of education; Ms. Marsha Parmer, director of career services; Ms. Kathryn Stone, business operations manager; Mr. Ronald Costa, lead instructor; Ms. Emma Nowell, lead instructor; Mr. Daniel (DJ) Wendeborn, lead instructor; and Mr. Mario Novo, registrar and operations consultant.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes       No       Not Applicable (new additional location or initial applicant only)

#### COMMENDATIONS:

It was clear to the team the CEP is a working document that serves as a basis for the day-to-day operations of the administration, faculty and staff. The team appreciates the amount of data generated within the development of the document that leads to administrative decisions.

## 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 Does the campus:
- (a) Adequately train its employees?  
 Yes     No
- (b) Provide them with constant and proper supervision?  
 Yes     No
- (c) Evaluate their work?  
 Yes     No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes     No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes     No
- (b) Know the person to whom they report?  
 Yes     No
- (c) Understand the standards by which the success of their work is measured?  
 Yes     No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes     No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes     No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes     No
- 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?  
 Ms. Brooks, campus president, is responsible for the financial oversight of the campus. As previously stated, Ms. Brooks holds a bachelor's degree in business administration from California State University, Northridge, and a Service Permit from Oregon Liquor Control Commission and a ServSafe Certification. Ms. Brooks has held a variety of management positions with Le Cordon Bleu since 2001 including vice

president of finance, interim president, campus president in Austin, Texas, and her current position in Portland for the past four years.

### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes  No

3.02 Are all staff well trained to carry out administrative functions?

Yes  No

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

Ms. Brooks, campus president, is the on-site administrator. As previously stated, Ms. Brooks holds a bachelor's degree in business administration, and Service Permit from Oregon Liquor Control Commission and a ServSafe Certification. She has held a variety of executive management positions with Le Cordon Bleu since 2001, and has been the Portland campus president since 2010.

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

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes  No  Not Applicable (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

- 3.06 Does the campus admit ability-to-benefit students?  
 Yes  No (*Skip to Question 3.11.*)
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes  No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes  No
- 3.13 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
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 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

**COMMENDATIONS:**

The members of the leadership team of the campus work effectively with each other to meet the mission of the organization. Not only do they function effectively in their appointed roles, but they also enjoy working with and supporting each other and the students.

**4. RELATIONS WITH STUDENTS**

- 4.01 How many student files were reviewed during the evaluation?  
The team reviewed 10 graduate, 10 withdrawn and 15 active student files for a total of 35 student files.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence 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)?  
 Yes  No

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

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

While the campus is interviewing for a new director of admissions, Ms. Brooks, campus president, is overseeing the admissions department. As previously stated, she holds a bachelor's degree in business administration and has held various executive management positions for Le Cordon Bleu before becoming campus president in 2010.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

New admissions representatives complete an extensive training program that familiarizes them with the standardized enrollment process utilized by all of the Le Cordon Bleu campuses. This is followed up with weekly training sessions attended by all of the campus admissions representatives to review new processes, increase product knowledge, and discuss pertinent issues. All representatives are reviewed quarterly with an observation of a first phone contact with a prospective enrollee and an observation of the first on campus interview with a prospective enrollee. Additionally, a quarterly review is conducted by a Le Cordon Bleu campus admissions manager who places a secret shopper call and relays the results to the local campus president and director of admissions. These processes from initial hire to periodic reviews are utilized to ensure consistency and accuracy in recruiting and admissions.

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

4.13 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

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

Yes     No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes     No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

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

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes     No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes     No

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes     No     Not Applicable

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

Yes     No

4.21 Has the campus established articulation agreements with other institutions?

Yes     No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes     No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress (SAP) policy is published on pages 112 -114 of the 2013 - 2014 catalog.

4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (campus does not offer)

A warning status.

Yes  No  Not Applicable (campus does not use)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes  No

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?

Yes  No  Not Applicable (all programs are one year or less)

- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 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 status?  
 Yes     No     Not Applicable (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, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes     No
- 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 (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (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)
- 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?  
 Mr. Matthew Kuerbis, director of education, administers the satisfactory academic progress activities for all of the culinary programs. He holds a master's degree in education from Portland State University and a bachelor's degree in environmental conservation from the University of Colorado. He began teaching at Le Cordon Bleu in 2004 and has served as director of education since 2011. Prior to starting at Le Cordon Bleu, Mr. Kuerbis gained eight years of professionally related experience working at various restaurants. He maintains membership in the American Culinary Federation and has completed many continuing education activities.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 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 Question 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

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 (campus has not changed tuition or fees)

4.46 Is the campus' 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 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Katie Stone, business operations manager, oversees the financial aid activities for the campus. She holds a bachelor's degree in English from the University of California, Los Angeles. She worked for a year as an account executive for Infinity Broadcasting prior to being hired as a tuition planner by the campus in 2004. She was promoted to the director of student finance in 2007 and to controller in 2008. To supplement her knowledge, she completed a series of accounting courses at Portland Community College, and was promoted to business operations manager in 2011.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes  No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes  No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Stone is an active member of the Oregon Association of State Financial Aid Administrators, and has attended its 2012 and 2014 annual conferences and many Veterans Administration regional meetings. Ms. Stone participates in bi-weekly financial aid staff calls and email communications with the corporate office to review updates and pertinent information related to financial aid processing.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes  No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes  No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes  No (*Skip to question 4.58.*)

- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 Student services begin with new student orientation and are followed up by key managers who meet with students each week during their first six weeks to ensure a clear understanding all of the available services offered by managers and staff. In addition to individual tutoring, the campus provides a hands-on skills lab twice per week for students to practice their techniques or make-up any missed work. The director of education and all faculty have copies of local support services information to provide to students as needed, which is also posted on one of the campus bulletin boards. Finally, there is an open door policy among all of the managers, making them very accessible to students.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes     No     Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Marsha Parmer, career services director, oversees the counseling of students on employment opportunities. She holds a bachelor's degree in biology, science, social science and psychology from Portland State University. She has held various positions at this campus since 1986, and was promoted to the director of career services in 1996. Her extensive experience has enabled her to build a professional and personal network that is very valuable in developing externship sites and job leads.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes     No     Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes     No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 515  
 The ending enrollment reported on the previous year's CAR is 515
- 4.64 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
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 Entrance counseling regarding loan repayment is completed online and the final exit counseling is provided by mail and email since the majority of financial aid functions are performed online by students interacting with a financial aid staff member located at the corporate office. Default management is also managed by staff at the corporate level.
- 4.67 Describe the extracurricular activities of the campus (if applicable).

The campus has a wide array of student clubs such as the Vets Club, ACF Hot Foods Team, Sugar Showpiece Club, Brewery Club, and Catering Club. There is a student ambassador program that provides peer mentoring and support for activities such as graduation. There are many community service activities including monthly work with the Ronald McDonald House, various catering events, and participation in the Bite of Oregon and Feast Festivals each summer.

#### COMMENDATIONS:

The team commends the entire staff and faculty for their exceptionally positive and cooperative spirit as they work together to provide students with the skills and training required to succeed in their chosen profession. This positive spirit radiates throughout the campus.

#### 5. EDUCATIONAL ACTIVITIES

- 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?  
 Mr. Matthew Kuerbis, director of education, oversees the educational activities for all of the culinary programs. As previously stated, he holds a master's degree in education from Portland State University and a bachelor's degree in environmental conservation from University of Colorado. He began teaching at Le Cordon Bleu in 2004 and has served as director of education since 2011. Mr. Kuerbis has several years of experience working at various restaurants and maintains membership in the American Culinary Federation.
- 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.  
 Le Cordon Bleu utilizes lead instructors as program administrators. Position descriptions and interviews evidence their authority and responsibility for the development and administration of programs. Lead instructors in conjunction with the director of education and faculty hold weekly meetings to discuss programmatic issues and student retention efforts, and more detailed faculty meetings each six-week term to discuss curricula issues. Minutes from these meetings are on file. In addition, the lead instructors assist the externship coordinator with site recommendations and quality assurance; the director of education by writing performance evaluations for faculty, hiring and orientation, scheduling of classes, and help to ensure compliance with state and federal standards, and health code requirements.
- 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 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 question 5.10*)

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

Yes  No (*Skip to question 5.14*)

5.11 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 in length)?

Yes  No

(b) Student placement rate of 70 percent?

Yes  No

If *No*, does the campus provide one of the following:

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  Not Applicable

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable

How many calls to employers or graduates were attempted?

The following number of calls was attempted by program:

Certificate in Culinary Arts -14

Certificate in Patisserie and Baking - 5

Academic Associate's degree in Culinary Arts - 4

Academic Associate's degree in Patisserie and Baking - 3

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Certificate in Culinary Arts - 7

Certificate in Patisserie and Baking - 5

Academic Associate's degree in Culinary Arts - 4

Academic Associate's degree in Patisserie and Baking - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

- 5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
- Yes     No     Not Applicable

#### FOR ALL CAMPUSES

- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
- Yes     No

- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
- Yes     No

- 5.16 What provisions are made for individual differences among students?

Discussions with faculty and a review of supporting documentation confirmed participation in training sessions devoted to individual learning styles and differences. Faculty cited examples of instructional delivery methods that include various lecture and demonstration techniques and individual instruction. If students need additional time beyond the designated lab time to master a skill, they are referred to a skills lab. Skills labs are regularly scheduled on Tuesday/Thursday of each term, staffed by a designated faculty member, and structured to accommodate a range of skill levels.

Most lab assignments require students to work in teams. Generally, stronger students are paired with weaker students. In addition to providing opportunities for peer mentoring, the team format replicates experiences in workplace.

The director of education conducts weekly discussion sessions with the faculty that specifically focus on retention. Faculty and administrators identify students who may need extra assistance and develop support strategies. Admissions staff may participate in these sessions to add their additional insight about the students.

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

All Le Condon Bleu campuses utilize a common curriculum that is developed by a committee comprised of directors of education from selected campuses and two master chefs. The curriculum, including detailed syllabi and daily lesson plans, is maintained on SharePoint, an intranet site. Each campus director of education collaborates with lead instructors, faculty, and advisory committee members to get feedback, recommendations, and suggested curricular changes. In addition, placement, retention, student satisfaction,

graduate and employer comments are reviewed to assess the effectiveness of the programs. Information from these collaborations is forwarded to the curriculum committee by the director of education or faculty.

- 5.18 Does the faculty participate in this process?  
 Yes     No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes     No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes     No     Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes     No
- 5.22 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, skip to 5.23)*
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes     No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes     No
- 5.25 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
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes     No
- 5.27 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) 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)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

Yes     No

If *Yes*, how is this documented?

Faculty development plans list in-service training, and include documentation of participation. In-service training session discussions are included in faculty meetings minutes, which also document the trainings and attendance.

5.29 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

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes     No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes     No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes     No

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

Yes     No

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

Yes     No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes     No

5.38 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

## 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).  
 The campus is located in the heart of downtown on the fifth floor of a building at 600 SW 10<sup>th</sup> Avenue, Portland, Oregon. The facility occupies approximately 39,000 square feet, including four lecture rooms, seven professionally equipped kitchen classrooms, two demonstration kitchens with audiovisual equipment, and a computer lab/online library. Kitchen labs are equipped with food preparation equipment and storage facilities that reflect those found in the industry enabling students to practice a variety of culinary, baking, and pastry skills and techniques. Public parking and public transit with stops within one block of the campus are available.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize campus additions?  
 Yes  No
- 6.04 Are all facilities (including additional space and campus additions) 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 campus additions)?
- (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

### COMMENDATIONS:

The team commends the campus on its extensive use of information and items of interest on all of the bulletin boards and television screens that line the hallways and the public computers available to students for their personal use that line the main hallway.

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The team reviewed the 2013-2014 Le Cordon Bleu College of Culinary Arts and California Culinary Academy catalog and the 2013-2014 catalog addenda dated May 6, and 7, 2014.

- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes     No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes     No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes     No
- (b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 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 listing of all scholarships, grants, and/or loans offered.

Yes     No     Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).

Yes     No     Not Applicable (initial applicants only)

7.05 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

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

Yes     No

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

Yes     No     Not Applicable

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

Yes     No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes     No (*Skip to Question 7.08.*)

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

Yes     No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes     No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes     No

7.08 Is the catalog available online?

Yes     No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes     No

7.09 Does the campus utilize a multiple-school catalog?

Yes     No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes     No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes     No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?

Yes     No

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 advertising campaign includes television, radio, print, electronic, and online publications.

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 (*Skip to Question 7.14.*)

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes     No

7.14 Does the campus utilize services funded by third parties?

Yes     No (*Skip to Question 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 (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides information relevant to its employment rates, tuition and costs, financial aid and median loan debt, retention and graduation rates.

Where is this information published and how frequently is this information being updated?

The information is published on the Le Cordon Bleu College of Culinary Arts Portland's website, which is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

8.04 Are adequate staff provided to support the 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 regional directors of library service select current and relevant materials that support the curriculum offered by the institution. They strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited from the campus faculty and staff and submitted in writing or via email. New materials are acquired in anticipation of emerging curriculum modifications. Furthermore, the regional directors of library services review all course syllabi and project assignments to ensure that the library resources sufficiently support instructional delivery.

The Portland campus maintains a committee entitled the shared services library team that collects and documents monthly usage of the online collections, which are the primary student resources. This data is submitted to the regional director of library services and used to assess the collections.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

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

- 8.07 Is the campus' 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 year's library budget is: \$23,056.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 The budget is based on the calendar year. As of the date of the visit, \$20,762 or 90% has been spent; allocated as follows: \$16,250 or 70.4% for equipment; \$5,429 or 23.5% for hardcopy and database subscriptions; \$125 or .5% for library tools; \$658 or 2.9% for copyright permissions; and \$592 or 2.6% for professional development.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes     No
- 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?  
 Interviews with faculty indicate students are required to use the library in core and general education courses. Faculty identified assignments that require students to prepare reports on restaurant operations, food products, and industry trends. Students utilize the extensive online databases to develop recipes and meal plans, and commented the library resources are an important tool for completing assignments.
- 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 Describe any full-text online collections available to students.  
 The following collections are available to students: Academic Search Premier; Culinary Arts Collection; EbscoHost eBook Collection; Credo Reference; Food Science Source; MasterFILE Premier; Proquest Newsstand; and Opposing Viewpoints Resource Center.

- 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 is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 Ms. Sharon Tani, Le Cordon Bleu College of Culinary Arts regional director of library services, is assigned oversight of the Portland campus library services. She has a master's of library and information science from San Jose State University, and has been the regional director since 2011.

Mr. Kuerbis, director of education, is assigned local oversight of the library. His personnel file contains verification of training with Ms. Tani, and students who staff the library complete an online training program with the regional director of library services as well.

The library is open from 6:00 a.m. to 9:00 p.m. Monday through Friday and 9:00 a.m. to 4:00 p.m. on Saturday.

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 campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) 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 (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 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes     No

- 8.24 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

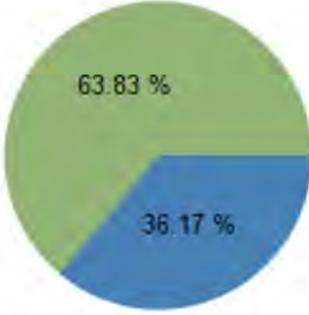
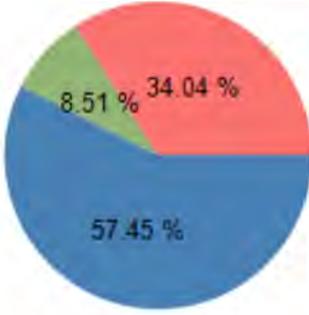
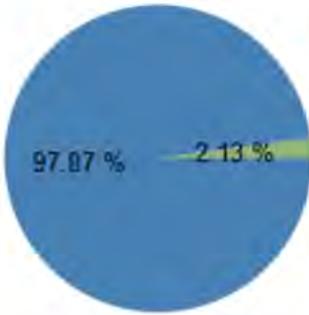
**FOR NONDEGREE PROGRAMS ONLY**

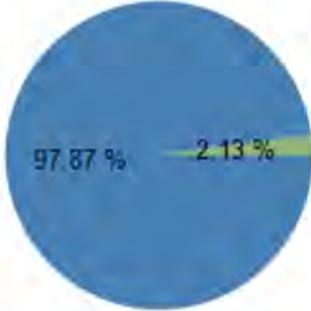
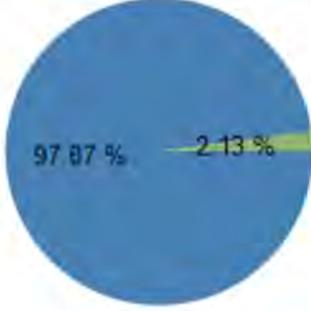
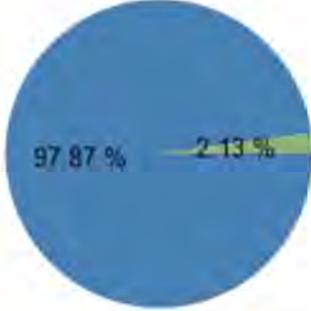
- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes       No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes       No
- 8.27 Is there a current inventory of instructional resources?  
 Yes       No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes       No

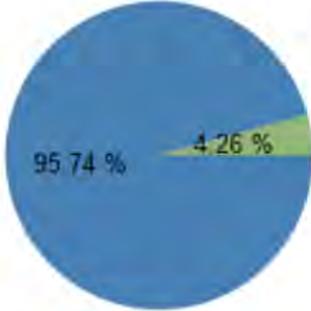
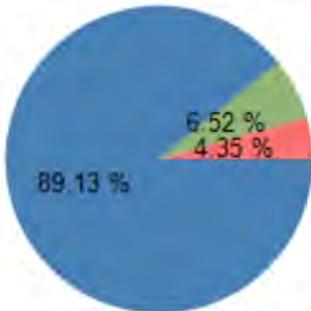
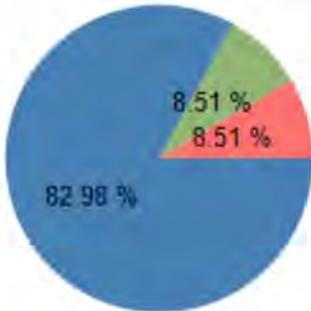
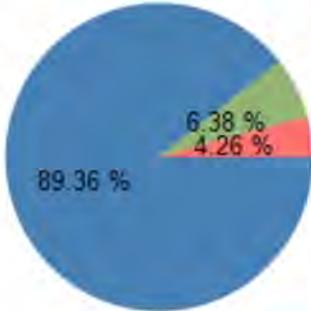
**SUMMARY**

The institution has no areas of noncompliance with the *Accreditation Criteria*.

**Student Survey Response Summary Graph**

Personify Id	Survey Question	Category	Count	
00038375				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	17	 <p>Legend: Yes (blue), No (green)</p>
		No	30	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	27	 <p>Legend: Yes (blue), No (green), N/A (red)</p>
		No	4	
		N/A	16	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	46	 <p>Legend: Yes (blue), No (green)</p>
		No	1	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
No	1						
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> </table>	Yes	46	 <p>100.00 %</p>		
Yes	46						
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
No	1						
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
No	1						

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>45</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	45	No	2	 <p>95.74 % 4.26 %</p>		
Yes	45								
No	2								
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>41</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	41	No	3	N/A	2	 <p>89.13 % 6.52 % 4.35 %</p>
Yes	41								
No	3								
N/A	2								
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>39</td> </tr> <tr> <td>No</td> <td>4</td> </tr> <tr> <td>N/A</td> <td>4</td> </tr> </table>	Yes	39	No	4	N/A	4	 <p>82.98 % 8.51 % 8.51 %</p>
Yes	39								
No	4								
N/A	4								
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>42</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	42	No	3	N/A	2	 <p>89.36 % 6.38 % 4.26 %</p>
Yes	42								
No	3								
N/A	2								

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	<p>A pie chart showing the distribution of responses for question 4.1. The chart is almost entirely blue, representing 'Yes' at 97.87%, with a very thin green slice representing 'No' at 2.13%.</p>		
Yes	46								
No	1								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	<p>A pie chart showing the distribution of responses for question 4.2. The chart is almost entirely blue, representing 'Yes' at 97.87%, with a very thin green slice representing 'No' at 2.13%.</p>		
Yes	46								
No	1								
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>43</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	43	No	2	N/A	2	<p>A pie chart showing the distribution of responses for question 4.3. The chart is mostly blue ('Yes' at 91.49%), with two small slices: green ('No' at 4.26%) and red ('N/A' at 4.26%).</p>
Yes	43								
No	2								
N/A	2								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>44</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	44	No	3	<p>A pie chart showing the distribution of responses for question 4.4. The chart is mostly blue ('Yes' at 93.62%), with a small green slice representing 'No' at 6.38%.</p>		
Yes	44								
No	3								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> </table>	Yes	46	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 97.87% and a very thin green slice representing 2.13%.</p>
Yes	46							
No	1							
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>4</td> </tr> </table>	Disagree	4	<table border="1"> <tr> <td>Agree</td> <td>42</td> </tr> </table>	Agree	42	<p>A pie chart with a legend. The legend shows a green square for 'Disagree' and a blue square for 'Agree'. The chart shows a large blue slice representing 91.30% and a green slice representing 8.70%.</p>
Disagree	4							
Agree	42							
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>2</td> </tr> </table>	Disagree	2	<table border="1"> <tr> <td>Agree</td> <td>45</td> </tr> </table>	Agree	45	<p>A pie chart with a legend. The legend shows a green square for 'Disagree' and a blue square for 'Agree'. The chart shows a large blue slice representing 95.74% and a green slice representing 4.26%.</p>
Disagree	2							
Agree	45							



**NEW GRANT**

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**600 SW 10<sup>th</sup> Avenue, Suite 400**  
**Portland, OR 97205**  
**ACICS ID Code: 00038375**

Julia Brooks, Campus President (jbrooks@portland.chefs.edu)  
 (acicsinfo@portland.chefs.edu)

May 7-8, 2014

Dr. Joyce J. Caton	Chair	Retired Educator	Wentzville, MO
Ms. Pan Fuchs	Student-Relations Specialist	Sr. Director, Accreditation/Licensing Corinthian Colleges, Inc.	Los Angeles, CA
Mr. Terry Owens	Educational Activities	Retired, Southern Illinois University	Carbondale, IL
Ms. Mary Mendenhall	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
PORTLAND, OR**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Academic Associate's Degree	Le Cordon Bleu Culinary Arts ***	107	221	89.0%	83.0%	85.1%	77.3%
Associate of Occupational Studies	Academic Associate's Degree	Le Cordon Bleu Patisserie and Baking ***	106	64	97.0%	<b>65.0%</b>	86.2%	76.4%
Certificate	Certificate	Le Cordon Bleu Culinary Arts ***	55	73	79.0%	80.0%	74.6%	<b>69.2%</b>
Certificate	Certificate	Le Cordon Bleu Patisserie and Baking***	55	18	80.0%	<b>64.5%</b>	73.5%	<b>47.1%</b>
		Total Enrollment	376					

*Notes:* Type in bold any retention rate below 65 percent (programs >1 year in length) or 70 percent (programs =<1 in length) and any placement rate below 70 percent. Delete either *Sem.* or *Qtr.* in the column 3 heading. Add or delete rows as needed.

\*\*\* All programs are programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission and have current grants that expire 6/30/2019. Therefore, none of the programs were reviewed by the team.

## INTRODUCTION

Le Cordon Bleu College of Culinary Arts in Portland, formerly known as Western Culinary Institute, was established in 1983 to meet the growing demand for professionally trained chefs and quickly gained a national reputation. In 1996 Career Education Corporation entered the field of culinary arts when it acquired the Western Culinary Institute. In 1999 Le Cordon Bleu College in Portland began its partnership with Le Cordon Bleu International. In November 2009, CEC's culinary education group ("CEG") finalized a name change and the school name was changed to its current name of "Le Cordon Bleu College of Culinary Arts."

Portland offers a striking background for Le Cordon Bleu College of Culinary Arts as it is home to a vibrant and growing dining scene. In 2007 the *Food Network Awards* recognized Portland as their "Delicious Destination of the Year: A rising city with a fast-growing food scene." In 2002 *Gourmet Magazine* dubbed the city "the next Napa." And *Travel + Leisure* ranked it #1 in Farmers' Markets in its 2009 "America's Favorite Cities" issue. Consequently, Portland is a food hot bed, spawning many of the up and coming chefs, including some James Beard winners. The city is abundant with locally-grown produce and seafood from local fisheries, and the region is #3 in the nation in the number of wineries. Portland is also recognized for its brewpubs, food carts, coffee shops, green spaces and gardens.

The majority of the students are between 20 to 29 years of age with the total population ranging from 17 to 50 years of age and over. The population is 53 percent male, 44 percent female, and 3 percent undisclosed; the ethnic breakdown is 62 percent Caucasian, 2 percent American Indian or Alaska native, 2 percent Asian, 6 percent African American, 3 percent Hispanic, 20 percent Native Hawaiian or other, 3 percent two or more races, and 2 percent undisclosed.

The campus provided a complete, well organized set of materials for the team to review and efficiently provided requested additional documentation as needed. In addition, the team greatly appreciated the hospitality that made the site visit especially enjoyable.

### 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement can be found on page 6 of the 2013-2014 Le Cordon Bleu College of Culinary Arts and California Culinary Academy catalog.
- 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 and understandable to the public?

Yes     No

1.06 Is the campus committed to successful implementation of its mission?

Yes     No

### CAMPUS EFFECTIVENESS

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

Yes     No

1.08 If the campus is an additional location, does the additional location 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 five required elements evaluated in the CEP?

(a) Student retention.

Yes     No

(b) Student placement.

Yes     No     Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes     No     Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes     No     Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes     No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed. Measurements of student learning outcomes include:

- National Environmental Health Association (NEHA) test results,
- Externship evaluations including a written paper,
- Satisfactory Academic Progress results, and
- American Culinary Federation Education Foundation Accrediting Commission competency examinations.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes     No     Not Applicable

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

Yes     No     Not Applicable

(c) How the data was collected.

Yes     No     Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes     No     Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes     No     Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes     No     Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The career services department will continue to strive to reach placement goals through the following actions:

- increase engagement with the students from the very beginning of their education to foster and encourage the development of strong employability skills;
- develop an individual relationship between each student and a specific career services staff member to build consistency and connectedness with the career services department;
- offer weekly job search and networking workshops;
- expand the diversity of employer relationships by further developing contacts with institutional food service providers and nontraditional employers;
- broaden the scope and number of employers invited to participate in the career and networking fairs held on campus;
- promote the use of the Optimal Resume website for resume, cover letter and portfolio composition, interviewing skill assessment, as well as a resource for employer job postings;
- invite industry professionals to participate in classroom presentations and panel discussions to broaden students' knowledge and understanding of the industry and chef expectations; and
- provide ongoing resources, inspiration and guidance for employment and externship opportunities.

Specific activities to improve retention include the following actions:

- utilize the academic leadership team (director of education, associate registrar, and three lead instructors) to monitor attendance daily with the goal of increasing retention;
- conduct weekly retention meetings with the academics team who reviews students on the last date of attendance (LDA) list, potential externship problems, students with financial difficulties, students on the leave of absence list, and any other students that may be at risk of dropping out of school after each faculty member has gone through an advising process with any student who has dropped below the B level. The student then meets with the faculty member to discuss what may be hindering their progress and to formulate a plan to help the student get on track in the class;
- develop a team consisting of academic leadership and the career services department to encourage students to look for work in the culinary industry while they are in school; and
- focus on the timing of the delivery of the programs to satisfy the individual student's needs.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes       No

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

Yes       No

(c) That periodic progress reports have been completed.

Yes       No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Ms. Julia Brooks, campus president, has the ultimate responsibility for implementing and monitoring the CEP. Ms. Brooks holds a bachelor's degree in business administration from California State University, Northridge. She holds a Service Permit from Oregon Liquor Control Commission that expires in 2018 and a ServSafe Certification. Ms. Brooks has held a variety of management positions with Le Cordon Bleu College of Culinary Arts since 2001 including vice president of finance, interim president, campus president in Austin, Texas for approximately five years, and her current position in Portland for the past four years.

In addition, Le Cordon Bleu College of Culinary Arts Portland has a campus effectiveness team with representation from various school departments that meets on a periodic basis. In addition to Ms. Brooks, the committee members include: Mr. Matt Kuerbis, director of education; Ms. Marsha Parmer, director of career services; Ms. Kathryn Stone, business operations manager; Mr. Ronald Costa, lead instructor; Ms. Emma Nowell, lead instructor; Mr. Daniel (DJ) Wendeborn, lead instructor; and Mr. Mario Novo, registrar and operations consultant.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes       No       Not Applicable (new additional location or initial applicant only)

#### COMMENDATIONS:

It was clear to the team the CEP is a working document that serves as a basis for the day-to-day operations of the administration, faculty and staff. The team appreciates the amount of data generated within the development of the document that leads to administrative decisions.

**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 Does the campus:
- (a) Adequately train its employees?  
 Yes     No
- (b) Provide them with constant and proper supervision?  
 Yes     No
- (c) Evaluate their work?  
 Yes     No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes     No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes     No
- (b) Know the person to whom they report?  
 Yes     No
- (c) Understand the standards by which the success of their work is measured?  
 Yes     No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes     No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes     No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes     No
- 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?  
 Ms. Brooks, campus president, is responsible for the financial oversight of the campus. As previously stated, Ms. Brooks holds a bachelor's degree in business administration from California State University, Northridge, and a Service Permit from Oregon Liquor Control Commission and a ServSafe Certification. Ms. Brooks has held a variety of management positions with Le Cordon Bleu since 2001 including vice

president of finance, interim president, campus president in Austin, Texas, and her current position in Portland for the past four years.

### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes       No

3.02 Are all staff well trained to carry out administrative functions?

Yes       No

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

Ms. Brooks, campus president, is the on-site administrator. As previously stated, Ms. Brooks holds a bachelor's degree in business administration, and Service Permit from Oregon Liquor Control Commission and a ServSafe Certification. She has held a variety of executive management positions with Le Cordon Bleu since 2001, and has been the Portland campus president since 2010.

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

Yes       No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes       No       Not Applicable (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

- 3.06 Does the campus admit ability-to-benefit students?  
 Yes  No *(Skip to Question 3.11.)*
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes  No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes  No
- 3.13 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
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 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

#### COMMENDATIONS:

The members of the leadership team of the campus work effectively with each other to meet the mission of the organization. Not only do they function effectively in their appointed roles, but they also enjoy working with and supporting each other and the students.

#### 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
 The team reviewed 10 graduate, 10 withdrawn and 15 active student files for a total of 35 student files.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence 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)?  
 Yes  No

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

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

While the campus is interviewing for a new director of admissions, Ms. Brooks, campus president, is overseeing the admissions department. As previously stated, she holds a bachelor's degree in business administration and has held various executive management positions for Le Cordon Bleu before becoming campus president in 2010.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

New admissions representatives complete an extensive training program that familiarizes them with the standardized enrollment process utilized by all of the Le Cordon Bleu campuses. This is followed up with weekly training sessions attended by all of the campus admissions representatives to review new processes, increase product knowledge, and discuss pertinent issues. All representatives are reviewed quarterly with an observation of a first phone contact with a prospective enrollee and an observation of the first on campus interview with a prospective enrollee. Additionally, a quarterly review is conducted by a Le Cordon Bleu campus admissions manager who places a secret shopper call and relays the results to the local campus president and director of admissions. These processes from initial hire to periodic reviews are utilized to ensure consistency and accuracy in recruiting and admissions.

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

4.13 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

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

Yes     No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes     No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

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

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes     No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes     No

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes     No     Not Applicable

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

Yes     No

4.21 Has the campus established articulation agreements with other institutions?

Yes     No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes     No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress (SAP) policy is published on pages 112 -114 of the 2013 - 2014 catalog.

4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (campus does not offer)

A warning status.

Yes  No  Not Applicable (campus does not use)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes  No

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?

Yes  No  Not Applicable (all programs are one year or less)

- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 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 status?  
 Yes     No     Not Applicable (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, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes     No
- 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 (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (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)
- 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?  
 Mr. Matthew Kuerbis, director of education, administers the satisfactory academic progress activities for all of the culinary programs. He holds a master's degree in education from Portland State University and a bachelor's degree in environmental conservation from the University of Colorado. He began teaching at Le Cordon Bleu in 2004 and has served as director of education since 2011. Prior to starting at Le Cordon Bleu, Mr. Kuerbis gained eight years of professionally related experience working at various restaurants. He maintains membership in the American Culinary Federation and has completed many continuing education activities.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 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 Question 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

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 (campus has not changed tuition or fees)

4.46 Is the campus' 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 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Katie Stone, business operations manager, oversees the financial aid activities for the campus. She holds a bachelor's degree in English from the University of California, Los Angeles. She worked for a year as an account executive for Infinity Broadcasting prior to being hired as a tuition planner by the campus in 2004. She was promoted to the director of student finance in 2007 and to controller in 2008. To supplement her knowledge, she completed a series of accounting courses at Portland Community College, and was promoted to business operations manager in 2011.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes  No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes  No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Stone is an active member of the Oregon Association of State Financial Aid Administrators, and has attended its 2012 and 2014 annual conferences and many Veterans Administration regional meetings. Ms. Stone participates in bi-weekly financial aid staff calls and email communications with the corporate office to review updates and pertinent information related to financial aid processing.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes  No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes  No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes  No (*Skip to question 4.58.*)

- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 Student services begin with new student orientation and are followed up by key managers who meet with students each week during their first six weeks to ensure a clear understanding all of the available services offered by managers and staff. In addition to individual tutoring, the campus provides a hands-on skills lab twice per week for students to practice their techniques or make-up any missed work. The director of education and all faculty have copies of local support services information to provide to students as needed, which is also posted on one of the campus bulletin boards. Finally, there is an open door policy among all of the managers, making them very accessible to students.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes     No     Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Marsha Parmer, career services director, oversees the counseling of students on employment opportunities. She holds a bachelor's degree in biology, science, social science and psychology from Portland State University. She has held various positions at this campus since 1986, and was promoted to the director of career services in 1996. Her extensive experience has enabled her to build a professional and personal network that is very valuable in developing externship sites and job leads.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes     No     Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes     No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 515  
 The ending enrollment reported on the previous year's CAR is 515
- 4.64 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
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 Entrance counseling regarding loan repayment is completed online and the final exit counseling is provided by mail and email since the majority of financial aid functions are performed online by students interacting with a financial aid staff member located at the corporate office. Default management is also managed by staff at the corporate level.
- 4.67 Describe the extracurricular activities of the campus (if applicable).

The campus has a wide array of student clubs such as the Vets Club, ACF Hot Foods Team, Sugar Showpiece Club, Brewery Club, and Catering Club. There is a student ambassador program that provides peer mentoring and support for activities such as graduation. There are many community service activities including monthly work with the Ronald McDonald House, various catering events, and participation in the Bite of Oregon and Feast Festivals each summer.

#### COMMENDATIONS:

The team commends the entire staff and faculty for their exceptionally positive and cooperative spirit as they work together to provide students with the skills and training required to succeed in their chosen profession. This positive spirit radiates throughout the campus.

### 5. EDUCATIONAL ACTIVITIES

- 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?  
 Mr. Matthew Kuerbis, director of education, oversees the educational activities for all of the culinary programs. As previously stated, he holds a master's degree in education from Portland State University and a bachelor's degree in environmental conservation from University of Colorado. He began teaching at Le Cordon Bleu in 2004 and has served as director of education since 2011. Mr. Kuerbis has several years of experience working at various restaurants and maintains membership in the American Culinary Federation.
- 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.  
 Le Cordon Bleu utilizes lead instructors as program administrators. Position descriptions and interviews evidence their authority and responsibility for the development and administration of programs. Lead instructors in conjunction with the director of education and faculty hold weekly meetings to discuss programmatic issues and student retention efforts, and more detailed faculty meetings each six-week term to discuss curricula issues. Minutes from these meetings are on file. In addition, the lead instructors assist the externship coordinator with site recommendations and quality assurance; the director of education by writing performance evaluations for faculty, hiring and orientation, scheduling of classes, and help to ensure compliance with state and federal standards, and health code requirements.
- 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 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 question 5.10*)

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

Yes  No (*Skip to question 5.14*)

5.11 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 in length)?

Yes  No

(b) Student placement rate of 70 percent?

Yes  No

If *No*, does the campus provide one of the following:

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  Not Applicable

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable

How many calls to employers or graduates were attempted?

The following number of calls was attempted by program:

Certificate in Culinary Arts -14

Certificate in Patisserie and Baking - 5

Academic Associate's degree in Culinary Arts - 4

Academic Associate's degree in Patisserie and Baking - 3

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Certificate in Culinary Arts - 7

Certificate in Patisserie and Baking - 5

Academic Associate's degree in Culinary Arts - 4

Academic Associate's degree in Patisserie and Baking - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

- 5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
- Yes     No     Not Applicable

#### FOR ALL CAMPUSES

- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
- Yes     No

- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
- Yes     No

- 5.16 What provisions are made for individual differences among students?

Discussions with faculty and a review of supporting documentation confirmed participation in training sessions devoted to individual learning styles and differences. Faculty cited examples of instructional delivery methods that include various lecture and demonstration techniques and individual instruction. If students need additional time beyond the designated lab time to master a skill, they are referred to a skills lab. Skills labs are regularly scheduled on Tuesday/Thursday of each term, staffed by a designated faculty member, and structured to accommodate a range of skill levels.

Most lab assignments require students to work in teams. Generally, stronger students are paired with weaker students. In addition to providing opportunities for peer mentoring, the team format replicates experiences in workplace.

The director of education conducts weekly discussion sessions with the faculty that specifically focus on retention. Faculty and administrators identify students who may need extra assistance and develop support strategies. Admissions staff may participate in these sessions to add their additional insight about the students.

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

All Le Condon Bleu campuses utilize a common curriculum that is developed by a committee comprised of directors of education from selected campuses and two master chefs. The curriculum, including detailed syllabi and daily lesson plans, is maintained on SharePoint, an intranet site. Each campus director of education collaborates with lead instructors, faculty, and advisory committee members to get feedback, recommendations, and suggested curricular changes. In addition, placement, retention, student satisfaction,

graduate and employer comments are reviewed to assess the effectiveness of the programs. Information from these collaborations is forwarded to the curriculum committee by the director of education or faculty.

- 5.18 Does the faculty participate in this process?  
 Yes     No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes     No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes     No     Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes     No
- 5.22 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, skip to 5.23)
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes     No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes     No
- 5.25 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
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes     No
- 5.27 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) 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)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

Yes     No

If *Yes*, how is this documented?

Faculty development plans list in-service training, and include documentation of participation. In-service training session discussions are included in faculty meetings minutes, which also document the trainings and attendance.

5.29 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

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes     No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes     No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes     No

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

Yes     No

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

Yes     No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes     No

5.38 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

## 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).  
 The campus is located in the heart of downtown on the fifth floor of a building at 600 SW 10<sup>th</sup> Avenue, Portland, Oregon. The facility occupies approximately 39,000 square feet, including four lecture rooms, seven professionally equipped kitchen classrooms, two demonstration kitchens with audiovisual equipment, and a computer lab/online library. Kitchen labs are equipped with food preparation equipment and storage facilities that reflect those found in the industry enabling students to practice a variety of culinary, baking, and pastry skills and techniques. Public parking and public transit with stops within one block of the campus are available.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize campus additions?  
 Yes  No
- 6.04 Are all facilities (including additional space and campus additions) 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 campus additions)?
- (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

### COMMENDATIONS:

The team commends the campus on its extensive use of information and items of interest on all of the bulletin boards and television screens that line the hallways and the public computers available to students for their personal use that line the main hallway.

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The team reviewed the 2013-2014 Le Cordon Bleu College of Culinary Arts and California Culinary Academy catalog and the 2013-2014 catalog addenda dated May 6, and 7, 2014.

- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes     No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes     No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes     No
- (b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 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 listing of all scholarships, grants, and/or loans offered.

Yes  No  Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).

Yes  No  Not Applicable (initial applicants only)

7.05 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

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

Yes  No

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

Yes  No  Not Applicable

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

Yes  No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes  No (*Skip to Question 7.08.*)

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

Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes  No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes     No

7.09 Does the campus utilize a multiple-school catalog?

Yes     No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes     No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes     No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?

Yes     No

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 advertising campaign includes television, radio, print, electronic, and online publications.

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 (*Skip to Question 7.14.*)

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes     No

7.14 Does the campus utilize services funded by third parties?

Yes     No (*Skip to Question 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 (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides information relevant to its employment rates, tuition and costs, financial aid and median loan debt, retention and graduation rates.

Where is this information published and how frequently is this information being updated?

The information is published on the Le Cordon Bleu College of Culinary Arts Portland's website, which is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

8.04 Are adequate staff provided to support the 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 regional directors of library service select current and relevant materials that support the curriculum offered by the institution. They strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited from the campus faculty and staff and submitted in writing or via email. New materials are acquired in anticipation of emerging curriculum modifications. Furthermore, the regional directors of library services review all course syllabi and project assignments to ensure that the library resources sufficiently support instructional delivery.

The Portland campus maintains a committee entitled the shared services library team that collects and documents monthly usage of the online collections, which are the primary student resources. This data is submitted to the regional director of library services and used to assess the collections.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

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

- 8.07 Is the campus' 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 year's library budget is: \$23,056.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 The budget is based on the calendar year. As of the date of the visit, \$20,762 or 90% has been spent; allocated as follows: \$16,250 or 70.4% for equipment; \$5,429 or 23.5% for hardcopy and database subscriptions; \$125 or .5% for library tools; \$658 or 2.9% for copyright permissions; and \$592 or 2.6% for professional development.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes     No
- 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?  
 Interviews with faculty indicate students are required to use the library in core and general education courses. Faculty identified assignments that require students to prepare reports on restaurant operations, food products, and industry trends. Students utilize the extensive online databases to develop recipes and meal plans, and commented the library resources are an important tool for completing assignments.
- 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 Describe any full-text online collections available to students.  
 The following collections are available to students: Academic Search Premier; Culinary Arts Collection; EbscoHost eBook Collection; Credo Reference; Food Science Source; MasterFILE Premier; Proquest Newsstand; and Opposing Viewpoints Resource Center.

- 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 is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 Ms. Sharon Tani, Le Cordon Bleu College of Culinary Arts regional director of library services, is assigned oversight of the Portland campus library services. She has a master's of library and information science from San Jose State University, and has been the regional director since 2011.

Mr. Kuerbis, director of education, is assigned local oversight of the library. His personnel file contains verification of training with Ms. Tani, and students who staff the library complete an online training program with the regional director of library services as well.

The library is open from 6:00 a.m. to 9:00 p.m. Monday through Friday and 9:00 a.m. to 4:00 p.m on Saturday.

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 campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) 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 (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 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No

- 8.24 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 NONDEGREE PROGRAMS ONLY**

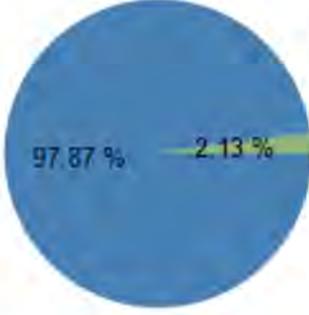
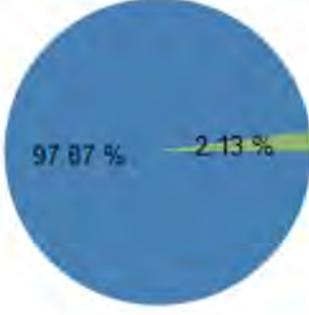
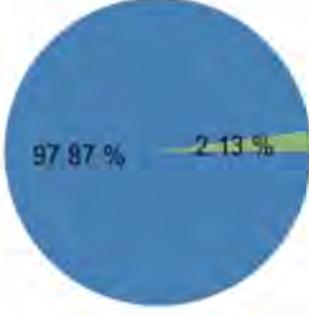
- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes       No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes       No
- 8.27 Is there a current inventory of instructional resources?  
 Yes       No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes       No

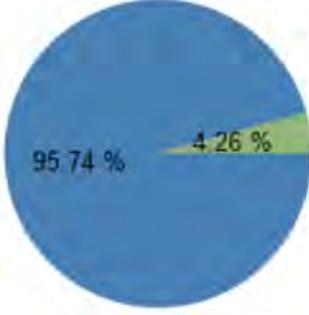
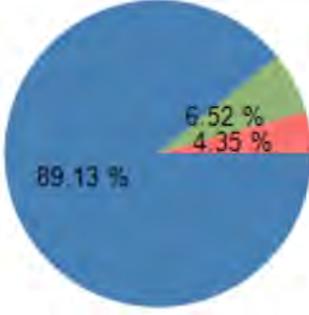
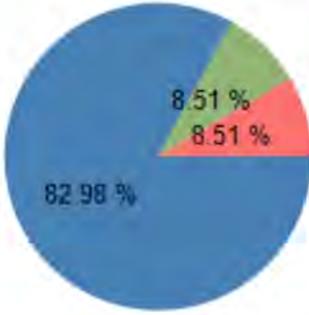
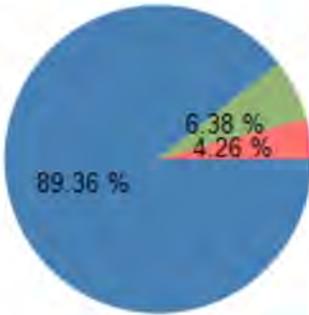
**SUMMARY**

The institution has no areas of noncompliance with the *Accreditation Criteria*.

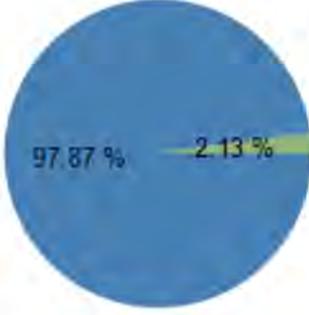
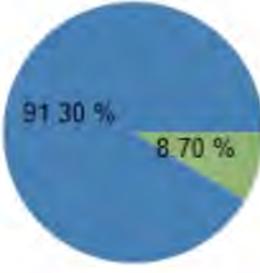
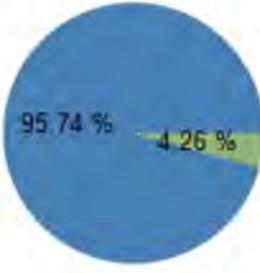
**Student Survey Response Summary Graph**

Personify Id	Survey Question	Category	Count	
00038375				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	17	<p>Legend: Yes (Blue), No (Green)</p>
		No	30	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	27	<p>Legend: Yes (Blue), No (Green), N/A (Red)</p>
		No	4	
		N/A	16	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	46	<p>Legend: Yes (Blue), No (Green)</p>
		No	1	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
No	1						
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> </table>	Yes	46	 <p>100.00 %</p>		
Yes	46						
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
No	1						
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	 <p>97.87 % 2.13 %</p>
Yes	46						
No	1						

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>45</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	45	No	2	 <p>95.74 % 4.26 %</p>		
Yes	45								
No	2								
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>41</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	41	No	3	N/A	2	 <p>89.13 % 6.52 % 4.35 %</p>
Yes	41								
No	3								
N/A	2								
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>39</td> </tr> <tr> <td>No</td> <td>4</td> </tr> <tr> <td>N/A</td> <td>4</td> </tr> </table>	Yes	39	No	4	N/A	4	 <p>82.98 % 8.51 % 8.51 %</p>
Yes	39								
No	4								
N/A	4								
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>42</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	42	No	3	N/A	2	 <p>89.36 % 6.38 % 4.26 %</p>
Yes	42								
No	3								
N/A	2								

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	<p>A pie chart showing the distribution of responses for question 4.1. The chart is almost entirely blue, representing 'Yes' at 97.87%, with a very thin green slice representing 'No' at 2.13%.</p>		
Yes	46								
No	1								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	46	No	1	<p>A pie chart showing the distribution of responses for question 4.2. The chart is almost entirely blue, representing 'Yes' at 97.87%, with a very thin green slice representing 'No' at 2.13%.</p>		
Yes	46								
No	1								
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>43</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>2</td> </tr> </table>	Yes	43	No	2	N/A	2	<p>A pie chart showing the distribution of responses for question 4.3. The chart is mostly blue ('Yes' at 91.49%), with two small slices: a green slice for 'No' at 4.26% and a red slice for 'N/A' at 4.26%.</p>
Yes	43								
No	2								
N/A	2								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>44</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </table>	Yes	44	No	3	<p>A pie chart showing the distribution of responses for question 4.4. The chart is mostly blue ('Yes' at 93.62%), with a small green slice representing 'No' at 6.38%.</p>		
Yes	44								
No	3								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>46</td> </tr> </table>	Yes	46	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	 <p>97.87 % 2.13 %</p> <p>Yes No</p>
Yes	46							
No	1							
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>4</td> </tr> </table>	Disagree	4	<table border="1"> <tr> <td>Agree</td> <td>42</td> </tr> </table>	Agree	42	 <p>91.30 % 8.70 %</p> <p>Disagree Agree</p>
Disagree	4							
Agree	42							
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>2</td> </tr> </table>	Disagree	2	<table border="1"> <tr> <td>Agree</td> <td>45</td> </tr> </table>	Agree	45	 <p>95.74 % 4.26 %</p> <p>Disagree Agree</p>
Disagree	2							
Agree	45							

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E-IHARAZDUK>  
**Sent:** 2/5/2014 3:13:13 AM -0500  
**To:** Andrea Olson (AOlson@globeuniversity.edu)  
**Subject:** Part II of II  
**Attachments:** 00020658 Westwood Chicago Loop.doc; 11217.Daymar College-Clarksville RALM.doc

Other two reports...

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

[www.acics.org](http://www.acics.org) | 202.336.6795 - p | 202.842.2593 - f



## REEVALUATION VISIT REPORT

**WESTWOOD COLLEGE CHICAGO LOOP**  
**1 North State Street, Suite 1000**  
**Chicago, IL 60602**  
**ACICS ID Code: 00020658**

Mr. Bruce McKenize, Co-Campus President (BMcKenzie@westwood.edu)  
 20658@westwood.edu

**MAIN CAMPUS**  
**WESTWOOD COLLEGE LOS ANGELES**  
**3250 Wilshire Boulevard, Suite 400**  
**Los Angeles, CA 90210**  
**ACICS ID Code: 00011142**

January 23-24, 2014

Mr. Burton S. Kaliski	Chair	Southern New Hampshire University (retired)	Manchester, NH
Ms. Darlene Minore	Student-Relations Specialist	Minore Educational Services	Bainbridge Island, WA
Ms. Mary Gail Rhodes Lowery	Educational Activities and Library Specialist	Alabama Department of Education (retired)	Gatlinburg, TN
Mr Jack R. Jones	Business Administration Accounting and Marketing Specialist	CCI, Corinthian College, Inc. (retired)	Palm Harbor, FL
Ms. Shannon Lea O'Keefe	Business Administration Health Management and Medical Assisting Specialist	World Education University	Murrieta, CA
Mr. Terry A. Owens	Construction Management and Computer Aided Design and Drafting Specialist	Southern Illinois University (retired)	Carbondale, IL
Mr. Barry Phillips	Graphic Design Animation and Visual Communication Specialist	Art Director/Designer, CBS, NBC, PBS	Burleson, TX
Ms. Teresa Lea Hottle	Criminal Justice Specialist	Lincoln College of Technology	Tipp City, OH
Mr. Eli T. Hoehn	Information and Network Technology Security and Networking Specialist	Brown College (retired)	Saint Peter, MN
Mr. Chad Hartman	Senior Accreditation Coordinator	ACICS	Washington, DC

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

**ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS**

**PROGRAMS OFFERED BY  
WESTWOOD COLLEGE CHICAGO LOOP CAMPUS  
CHICAGO, ILLINOIS**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Accounting*	180	2/0	<b>33.33%</b>	100.00%	<b>45.00%</b>	n/a
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Healthcare Management	180	30/1	<b>52.70%</b>	83.00%	<b>51.38%</b>	<b>66.67%</b>
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Marketing Management	180	42/3	<b>50.41%</b>	83.00%	<b>54.00%</b>	88.89%
Bachelor of Applied Science	Bachelor's	Construction Management	180	15/5	<b>63.79%</b>	100.00%	66.67%	76.92%
Associate of Applied Science	Academic Associate's	Construction Management	90	27/3	<b>45.45%</b>	100.00%	n/a	n/a
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Animation*	180	0/1	71.00%	<b>67.00%</b>	84.21%	<b>66.67%</b>
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Visual Communications	180	10/1	92.00%	100.00%	<b>63.83%</b>	77.78%
Associate of Applied Science	Academic Associate's	Computer Aided Design/Architectural Drafting	90	9/1	<b>47.22%</b>	100.00%	<b>61.22%</b>	80.00%
Associate of Applied Science	Academic Associate's	Graphic Design	90	28/4	65.00%	80.00%	70.00%	100.00%
Bachelor of Applied Science	Bachelor's	Criminal Justice: Major in Administration	180	89/8	<b>57.44%</b>	<b>64.00%</b>	<b>48.02%</b>	<b>59.32%</b>
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Network Management	180	11/5	74.00%	70.00%	<b>61.00%</b>	<b>60.00%</b>
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Systems Security	180	8/1	88.00%	<b>60.00%</b>	<b>47.83%</b>	<b>42.86%</b>
Associate of Applied Science	Academic Associate's	Information and Network Technologies	90	28/4	<b>54.55%</b>	<b>50.00%</b>	<b>46.00%</b>	<b>0.00%</b>
Diploma	Diploma	Medical Assisting	69,5	87/10	<b>51.23%</b>	n/a	100.00%	n/a

**TOTAL  
ENROLLMENT**

433

*Notes:* Type in bold any retention rate below 65% (programs >1 year in length) or 70% (programs ≤1 in length) and any placement rate below 70%. Delete either *Sem.* or *Qtr.* in the column 3 heading.

- \*Program is currently being taught out.

## INTRODUCTION

Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.

The Westwood College Chicago Loop Campus began enrolling students in 2003. It began with associate's degree programs, extended to bachelor's degree programs, and in 2012 added a diploma program in Medical Assisting. It is also linked through a consortium agreement with Westwood College online to permit students to enroll in those courses as needed. In 2012, the campus introduced its Career Advantage Program in which all courses were modified to 4.5 quarter credit hours to enable ease of transferability of Westwood College credits to other institutions.

The student body at the campus is comprised of: 63% bachelor's degree students, 18% associate's degree students, and 19% diploma students. The average age of the students is 29 years, with a gender breakdown of 57% female and 43% male. Two thirds of the students attend class in the day; 1/3 attend in the evening. The ethnic composition of the campus is: 57% African-American, 1% Asian, 5% Hispanic, 6% White Non-Hispanic, 1% American Indian or Alaska Native, 5% two or more races, and 25% not specified.

There are also significant socioeconomic indicators among the student population. 34% of the current student population lives in Chicago neighborhood communities that are ranked below the federal poverty level and rank high in the Federal Hardship Index. While the statistical correlation between these indicators and grades, attendance, and retention has not been calculated, there appears to be a connection among these variables.

The campus has gone through challenging times recently, documented by the number of retention and placement statistics that are below ACICS criteria. They are in the process of attending to these areas, most notably indicated by the hiring of a new academic dean in 2013. A significant charge to the dean is to increase retention through many proactive efforts and it appears that the academic and administrative structure of the campus is headed that way.

The two major concerns on the campus that were observed by the team were a very minimal use of student learning outcomes, though the campus is working on improving this area, and several misclassified in field placements on the 2013 CAR.

The campus was well prepared for the visit, housed the team in a very satisfactory working area, and attended to the team's needs in a friendly and collegial manner.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement can be found on page 8 of the Westwood College 2014 Academic Catalog Illinois.
- 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 and understandable to the public?  
 Yes  No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes  No
- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes  No
- 1.08 If the campus is an additional location, does the additional location 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 five required elements evaluated in the CEP?  
 (a) Student retention.  
 Yes  No  
 (b) Student placement.  
 Yes  No  Not Applicable (new additional location only)  
 (c) Level of graduate satisfaction.  
 Yes  No  Not Applicable (new additional location only)  
 (d) Level of employer satisfaction.  
 Yes  No  Not Applicable (new additional location only)  
 (e) Student learning outcomes.  
 Yes  No

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

**(Section 3-1-11)**: Student learning outcomes provide data to support that learning has occurred and include such items as course grades, GPA, CGPA, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure examinations and other measures of skill and competency attainment. The campus uses only course grades and attendance as student learning outcome measures. These measures are not sufficient to assess specific content learning for a course. The campus is planning to implement additional subject matter related outcome measures but these are not in place at the time of the visit.

- 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.  
 Student learning outcomes measures used by the campus are course grades and attendance. They are reported course by course leading to a judgment of the effectiveness of each of the courses and their instructors. There are no student learning outcomes in place that relate directly to the content of courses or programs.
- 1.12 Are the following identified and described in the CEP?  
 (a) The baseline data for each outcome.  
 Yes  No  Not Applicable  
 (b) The data used by the campus to assess each outcome.  
 Yes  No  Not Applicable  
 (c) How the data was collected.  
 Yes  No  Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes       No       Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes       No       Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes       No       Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

There are many activities that are being undertaken by the campus to meet placement and retention goals. Three of these initiatives relating to placement are the following:

1. Helping the student to realize that he or she has a part in the placement process in terms of applying all of the steps learned in courses to their ultimate job placement.

2. Stressing mock interviews in several places in the curriculum.

3. Increasing the number of potential employers who visit campus.

Three initiatives to meet the retention goals are the following:

1. Implementing an outreach program called Life Savers in which students who miss classes are contacted and counseled on a routine basis.

2. Increasing the role of program chairs in relation to student retention, with the chairs presenting upfront expectations of the curriculum to incoming students and meeting with the students for advising on a regular basis.

3. Implementing a 30 day free trial program in which a student is able to attend classes for 30 days at no cost to see if he or she wants to continue in the program.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes       No

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

Yes       No

(c) That periodic progress reports have been completed.

Yes       No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The campus president, Ms. Kelly Moore, is responsible for implementing and monitoring the CEP. Ms. Moore has served as campus president at Westwood College since 2003 and spent the prior four years in upper administration roles in other proprietary settings. She earned a bachelor's degree in History from DePaul University in Chicago, a certificate in Paralegal from Roosevelt University in Chicago, and a master's degree in Public Service from DePaul University. She is currently working on a doctorate degree at the University of Pennsylvania. Ms. Moore is on leave currently to enable her to finish the doctorate degree. She is expected to return in April, 2014.

In her absence, Mr. Bruce McKenzie is serving as interim president and has a shared responsibility for the CEP, along with Ms. Elizabeth Gilbertson, the academic dean. Mr. McKenzie began this position in December, 2013. Prior to this, he was the president of another Westwood campus in the Chicago area for 12 years. He also had an extensive career in the insurance industry before entering the education field. Mr. McKenzie earned an associate's degree in Liberal Arts from Wright College of the Chicago City College and a bachelor's degree in Psychology from the University of Wisconsin- Stout.

Ms. Elizabeth Gilbertson has been the academic dean on campus for the past six months. Prior to this position, she was a dean of education in a proprietary school and an education director at a correctional institution. She has also served as an instructor in the United States Army reserves for nearly two decades. She earned a bachelor's degree in Management from Ottawa University in Brookfield, Wisconsin and a master's in Instructional Technology from American Intercontinental University in Hoffman Estates, Illinois.

There is a CEP committee comprised of administrators from: student support, career services, admissions, financial aid, the registrar's office, the librarian, and program chairs.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes       No       Not Applicable (new additional location or initial applicant only)

## 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 Does the campus:

(a) Adequately train its employees?

Yes       No

(b) Provide them with constant and proper supervision?

Yes       No

(c) Evaluate their work?

Yes       No

2.03 Is the administration of the campus efficient and effective?

Yes       No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes       No

(b) Know the person to whom they report?

Yes       No

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

Yes       No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes       No

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

Yes       No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes       No

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?

The campus president, Ms. Kelly Moore, is responsible for financial oversight of the campus. As previously noted, Ms. Moore has served as campus president at Westwood College since 2003 and spent four years prior to that in upper administration roles in other proprietary settings. She earned a bachelor's degree in History from DePaul University in Chicago, a certificate in Paralegal from Roosevelt University in Chicago, and a master's degree in Public Service from DePaul University. She is currently working on a doctorate degree at the University of Pennsylvania. Ms. Moore is on leave currently to enable her to finish the doctorate degree. She is expected to return in April, 2014.

In her absence, Mr. Bruce McKenzie is serving as interim president. Mr. McKenzie began this position in December, 2013. Prior to this, he was the president of another Westwood campus in the Chicago area for 12 years. He also had an extensive career in the insurance industry before entering the education field. Mr. McKenzie earned an associate's degree in Liberal Arts from Wright College of the Chicago City College and a bachelor's degree in Psychology from the University of Wisconsin- Stout.

### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes  No

3.02 Are all staff well trained to carry out administrative functions?  
 Yes  No

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

The campus president, Ms. Kelly Moore, is the on-site administrator of the campus. As previously noted, Ms. Moore has served as campus president at Westwood College since 2003 and spent four years prior to that in upper administration roles in other proprietary settings. She earned a bachelor's degree in History from DePaul University in Chicago, a certificate in Paralegal from Roosevelt University in Chicago, and a master's degree in Public Service from DePaul University. She is currently working on a doctorate degree at the University of Pennsylvania. Ms. Moore is on leave currently to enable her to finish the doctorate degree. She is expected to return in April, 2014.

In her absence, Mr. Bruce McKenzie is serving as interim president. Mr. McKenzie began this position in December, 2013. Prior to this, he was the president of another Westwood campus in the Chicago area for 12 years. He also had an extensive career in the insurance industry before entering the education field. Mr. McKenzie earned an associate's degree in Liberal Arts from Wright College of the Chicago City College and a bachelor's degree in Psychology from the University of Wisconsin- Stout.

3.04 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

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes  No  Not Applicable (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

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

Yes       No (*Skip to Question 3.11.*)

- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes       No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes       No
- 3.13 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
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes       No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes       No
- 3.16 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

**COMMENDATIONS:**

The academic dean, Ms. Elizabeth Gilbertson, is to be commended for her clear intent to lead the academic programs at the campus to move to positive retention rates. She is passionate about this goal and has surrounded herself with a most capable group of program chairs and faculty to carry out this effort. Further, all of the faculty interviewed by the team spoke highly of her work.

## 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
 Thirty-three files of matriculated, graduated and withdrawn students were reviewed during the evaluation.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes       No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes       No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes       No
- 4.05 Is there evidence 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)?  
 Yes       No
- 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

Is there evidence that a copy of the agreement has been provided to the student?

Yes  No

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

Mr. Gus Pyroulis, the director of admissions, is responsible for the oversight of student recruitment at the campus. He holds a bachelor's degree in Communication from the University of Illinois, Chicago, Illinois. Mr. Pyroulis worked in sales before joining Westwood's administrative team in 2000.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

The director of admissions for the campus discussed in detail the recruitment procedures, shared admissions forms, training manuals, and the supervision process for the admissions representatives. Based on this conversation and observation, the team was able to determine that the recruiting process is ethical and compatible with the educational objectives for this campus.

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

4.13 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

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

Yes  No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

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

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes  No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes  No

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes  No  Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes  No

4.21 Has the campus established articulation agreements with other institutions?  
 Yes  No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

If Yes, has the campus published a list of institutions with which it has established the agreements?  
 Yes  No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?  
 Yes  No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 47-51 of the Westwood College 2014 Academic Catalog for Illinois.

4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)

Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)

A warning status.  
 Yes  No  Not Applicable (campus does not use)

A probationary period.  
 Yes  No

An appeal process.  
 Yes  No

An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.  
 Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.  
 Yes  No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes       No

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% 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?

Yes       No       Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

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 status?

Yes       No       Not Applicable (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, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes       No

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 (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes       No       Not Applicable (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)

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. Elizabeth Gilbertson, the academic dean, is responsible for the administration of satisfactory academic progress. As previously stated, she holds a bachelor's degree in Management from Ottawa University, Brookfield, Wisconsin and a master's degree in Instructional Technology from the American Intercontinental University, Hoffman Estates, Illinois. Prior to joining the Westwood Chicago Loop Campus in 2013, Ms. Gilbertson has worked as adjunct instructor, education director and the dean of education for a variety of proprietary schools.

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

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 Question 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 (campus has not changed tuition or fees)

4.46 Is the campus' 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 Is the campus following its stated refund policy?

 Yes  No

4.49 Does the campus participate in Title IV financial aid?

 Yes  No *(Skip to question 4.57)*

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Joan Malatesta, the director of student finance, is responsible for the on-site administration of student financial aid. She holds a bachelor's degree in Elementary Education from the University of Illinois, Chicago, Illinois and a master's degree in Business Administration from Northwestern Illinois University, Chicago, Illinois. Ms. Malatesta has worked as a campus president and directed finance departments at proprietary schools prior to joining the administrative team at Westwood College in 2008.

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes       No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes       No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes       No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 Ms. Malatesta is a member of the Illinois Association of Student Financial Aid Administrators (IASFAA) and the National Association of Student Financial Aid Administrators (NASFAA). She attends the IASFAA meetings twice annually where she attends workshops to stay current with regulation and policy changes in financial aid. Additionally, Ms. Malatesta attends trainings offered by the cooperate office, webinars and USAAFunds.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes       No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes       No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes       No (Skip to question 4.58.)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 Student services offered by the campus include: structured tutoring, academic counseling, personal counseling referrals on a case-by-case basis, an extensive student orientation entitled "Day One Graduation Road Map to Success," employment preparation that begins at the first term of enrollment, and life-time employment assistance. Of particular note is the ability of students to submit a confidential request for assistance and a customized resource/referral form. The school has worked with the Chicago Transit Authority for bus and train passes and with Comcast for free internet access at students' homes.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes       No       Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Natasha Russell, the director of campus operations, is the person on staff responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in Interpersonal Communication from Monmouth College, Monmouth, Illinois and a master's degree in Communication from Northern Illinois University, Dekalb, Illinois. Ms. Russell has extensive experience working as an instructor and in student services for career colleges before joining the Westwood College administrative team in May of 2011.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes       No       Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes       No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 508  
 The ending enrollment reported on the previous year's CAR is 508

4.64 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

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations are scheduled one-to-one counseling sessions 30 days before graduation to complete the on-line Federal Student Loan Program's exit loan counseling module. Students are also directed to contact the company, Student Loan Solutions, for repayment guidance and budget counseling. Students who withdraw are mailed a letter that outlines their repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).

The campus has extensive organized activities. There is a business club and a criminal justice club. Each club sponsors a weekly food event and uses the profits to donate to a charitable organization in the community. There is a national chartered chapter of the Toastmasters organization. A newly implemented Student Ambassadors organization allows students with excellent grades and attendance to represent the school. There are school-wide events to promote school spirit and community such as softball and basketball games.

## 5. EDUCATIONAL ACTIVITIES

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?

Ms. Elizabeth Gilbertson, academic dean, is responsible for the academic integrity of all programs offered at the campus. As previously stated, Ms. Gilbertson holds her bachelor's degree in Management from Ottawa University in Brookfield, Wisconsin and her master's degree in Instructional Technology from American Intercontinental University in Hoffman Estates, Illinois. She has over nine years of experience in higher education across a broad spectrum of positions that include adjunct faculty, education director and academic dean and progressed to the academic dean position at the campus in July of 2013.

Ms. Gilbertson is assisted by program chairs including the general education chair, Mr. Torelen Winbush. Mr. Winbush has his bachelor's degree in Liberal Arts from the University of St. Thomas in Houston, Texas and his master's degree in Liberal Arts from McNeese State University in Lake Charles, Louisiana. Mr. Winbush has been with Westwood Colleges since 2005 and manages all program-related functions in general education.

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 dean of academics is ultimately responsible for the development, administration, and academic integrity of the programs offered on the campus. The dean is supported by program chairs who share the responsibilities of curriculum management, development, and evaluation of each program. A review of the each program chair's signed data sheet and the class schedules indicated that 100% of the time is allocated to administration in each program.

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 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 question 5.10*)
- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes  No (*Skip to question 5.14*)
- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes  No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes  No
- 5.16 What provisions are made for individual differences among students?  
 Faculty members are encouraged through in-service training to use a variety of teaching styles and methods to accommodate diverse learning styles. General education students are required to enroll in four foundation courses in English, math, career management/success strategies, and critical thinking skills.  
 Student performance is closely monitored during their first three terms of enrollment. Weekly retention meetings are held in each department to identify those students in need of assistance. Students performing below average are encouraged to attend tutoring sessions with faculty and peers. Faculty members work individually with those students who are excelling in subject matter by providing challenging assignments to advance their knowledge base.  
 The college facilities are made available to students six days per week. These facilities allow students access to computer labs, a learning commons area in the library, access to faculty, and a room for thought.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 The need for curriculum changes is determined through analysis of interaction from faculty design teams, program advisory boards, and feedback from student, employer and graduate surveys. Suggestions for improvement are forwarded to the corporate's central academic affairs department for review and evaluated for any necessary revisions. Supplemental work may be added to curricula if time is available during the module instruction.
- 5.18 Does the faculty participate in this process?  
 Yes  No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No

- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes       No       Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes       No
- 5.22 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, skip to 5.22*)
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes       No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes       No
- 5.25 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
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes       No
- 5.27 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) 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)
- 5.28 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 verified documentation of a systematic process of in-service training. The campus requires faculty member's participation in training focusing on teaching methodology concentrating on curriculum concepts, new theories and techniques of instruction, and educational media.

- 5.29 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
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes       No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes       No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes       No

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

Yes       No

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

Yes       No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes       No

5.38 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

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

Yes       No

5.40 Do the program's general education courses meet Council standards?

Yes       No

5.41 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

## 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).

The Westwood College Chicago Loop campus is located in leased facilities on the tenth floor of an office building in downtown Chicago. The campus occupies 47,000 square feet, which includes: 23 instructional classrooms, program specific labs and computer labs, administrative and faculty office space, an instructional resource center, and a snack area. The student body travels to campus via an extensive public transport system in Chicago. The campus is well-lit, with wide hallways, all of which are decorated very tastefully.

6.02 Does the campus utilize any additional space locations?

Yes       No

6.03 Does the campus utilize campus additions?

Yes       No

6.04 Are all facilities (including additional space and campus additions) 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 campus additions)?

(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 (please include the year, number, and volume if appropriate)?

The team reviewed the 2014 Westwood College Illinois Academic Catalog and addendum volume 32-number 1 effective January 8, 2014.

7.02 Does the self-study or additional location application part II accurately portray the campus?

Yes  No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes  No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes  No

(b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

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 listing of all scholarships, grants, and/or loans offered.

Yes       No       Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).

Yes       No       Not Applicable (initial applicants only)

7.05 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

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

Yes       No

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

Yes       No       Not Applicable

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

Yes       No (Skip to Question 7.07.)

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)

7.07 Does the catalog contain an addendum/supplement?

Yes       No (Skip to Question 7.08.)

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

Yes       No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes       No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes       No

- 7.08 Is the catalog available online?  
 Yes  No *(Skip to Question 7.09.)*
- If Yes, does it match the hard copy version?  
 Yes  No
- 7.09 Does the campus utilize a multiple-school catalog?  
 Yes  No *(Skip to Question 7.10.)*
- If Yes, answer the following:
- (a) Are all campuses using the same catalog of common ownership?  
 Yes  No
- (b) Are all photographs utilized properly labeled to identify the location depicted?  
 Yes  No
- (c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?  
 Yes  No
- 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 utilizing: print publications, the campus website, radio and television ads.
- 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 *(Skip to Question 7.14.)*
- If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?  
 Yes  No
- 7.14 Does the campus utilize services funded by third parties?  
 Yes  No *(Skip to Question 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 referenced in all advertising that mentions financial aid?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 7.17 What institutional performance information does the campus routinely provide to the public?  
 The institution publishes retention and graduation rates per campus.
- Where is this information published and how frequently is this information being updated?  
 The information is published on the institutions website and is updated on an annual basis.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

- 8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the 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 librarian is constantly seeking information pertaining to resource materials from faculty, administrative staff, and curricula teams. The librarian accesses the student population, the types of degrees offered at the campus, and consults professional review journals. This process ensures that the campus fulfills its academic objective of having a well-balanced collection of instructional materials for all programs offered.
- Are these methods appropriate?  
 Yes  No
- 8.06 Is the library staff adequately trained to support the library?  
 Yes  No
- 8.07 Is the campus' 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 year's library budget is: \$ 22,536.00 which is designated for materials (\$6,960), electronic resources (\$15,276) and supplies (\$300).
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 At the time of the team's visit, the institution has spent approximately 30% of the \$6,960 budgeted for materials including books, reference materials, and periodicals; 100% of \$15,276 budgeted for electronic research; and 0% of the \$300 for supplies.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
 The campus requires freshmen to participate in library seminars during the first term of instruction in each program promoting resources. Syllabi reflected research project assignments through online, books and journals in general education and specific program areas offered at the campus.
- 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 Describe any full-text online collections available to students.  
 The campus' library offers full-text collections including ProQuest, LexisNexis, and EBooks collections for students in general education and specific program areas.
- 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
- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 Ms. Heather Ayers is the on-site librarian. She holds her master's degree in Library and Information Science (MLIS) from Dominican University in River Forest, Illinois. Prior to working at the campus, she spent six years in various library positions in law, museum, special, and academic libraries.
- 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 campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) 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 (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 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes       No
- 8.24 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
- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes       No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes       No

8.27 Is there a current inventory of instructional resources?

Yes  No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes  No

#### COMMENDATIONS:

The librarian works closely with other Westwood campus librarians for continual guidance in the purchasing and utilization of current instructional resources, audiovisual teaching equipment, and instructional materials adequate to serve the needs of all educational programs offered on campus.

## 9. PROGRAM EVALUATION

### Bachelor's in Business Administration: Major in Accounting

### Bachelor's in Business Administration: Major in Marketing Management

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

Yes  No (Skip to question 9.02)

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

Ms. Lynda Brown serves as the program administrator for the Business Administration programs in Accounting, Marketing, and Healthcare Management. Ms. Brown is fully qualified to academically administer the Accounting and Marketing programs. Her background includes both teaching and business experience plus a bachelor's degree in Criminal Justice from Florida International University in Miami, Florida, a master's in Business from Carlos Albrizu University in Miami Florida and a master's degree in Jurisprudence from Loyola University in Chicago, Illinois.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

Yes  No  Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Students have participated in field trips to the Federal Reserve Bank, behind the scenes tours of restaurants and retail stores, and have had one entrepreneur as a guest speaker in the last year.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes  No

- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes  No

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

**(Section 3-1-513(a)):** Mr. Martell Malone, a bachelor's in Accounting student, needed ACC310 to graduate this term. He is enrolled in an on-ground course as the only student. However, the course is being taught as an independent study, though the campus has not classified it as such. The instructor indicated that the classes may not be held for the full session; this was confirmed by the team when the noon-4 pm class had ended by 1:40 pm. There was no documentation of the course being taught as an independent study.

- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

Mr. Martell Malone indicated that he has been required to take many of his upper division accounting courses online. As a result, his grades dropped from "A" to "D". It was also stated that exceptions to course sequencing and prerequisites are made if a student is within one or two courses of graduation. The campus policy is that unless there are five or more students eligible to take a course, the students are strongly encouraged to take the course online.

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Bachelor's degree program in Business Administration/Accounting: 3

Bachelor's degree program in Business Administration/Marketing: 17

How many calls to employers or graduates were successful?

Bachelor's degree program in Business Administration/Accounting: 0

Bachelor's degree program in Business Administration/Marketing: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Bachelor's degree program in Business Administration/Marketing: 3

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The following graduates of the bachelor's degree in Business Administration/Marketing were not confirmed as being placed as reported on the CAR: Jimmie Johnson could not be reached and was reported as a loss prevention supervisor at Village Discount Outlet. The company confirmed that he had been employed for one month as a security guard and was never employed as a loss prevention supervisor; Eboni Clayton was reported as a cashier at Sears. Sears would not confirm that this graduate was an employee. The job title is also not indicative of placed in field for an individual with a bachelor's degree in Business Administration/Marketing; Dupree Clark was reported as placed in field as a bus driver, this is an inappropriate placement for a graduate with a bachelor's degree in Business Administration/Marketing.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Student research papers and tests are the primary methods used for evaluation.

- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No
- 9.43 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 the equivalent?  
 Yes       No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes       No

## 9. PROGRAM EVALUATION

**Bachelor's in Business Administration: Major in Healthcare Management**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Richard Clough is currently the lead faculty for the Healthcare Administration program. Mr. Clough started with Westwood College in July 2013, and was promoted to lead faculty in January 2014. Mr. Clough has an extensive background in healthcare administration and management, which consists of over 30 years as a chief operating officer, chief financial officer, and director of finance at Robinson Memorial Hospital. Mr. Clough holds an associate's degree in Accounting from Lorain County Community College in Elyria, Ohio, and bachelor's and a master's degrees in Business Administration from Baldwin-Wallace University in Berea, Ohio.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Students and faculty participate in field trips to the Federal Reserve Bank and attend lectures and discussions involving business related topics.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes       No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

Yes       No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes       No

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

Yes       No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Bachelor's degree program in Business Administration/ Healthcare Management: 5

How many calls to employers or graduates were successful?

Bachelor's degree program in Business Administration/ Healthcare Management: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Bachelor's degree program in Business Administration/ Healthcare Management: 1

If No, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate in the 2013 CAR report. The following Healthcare Administration students were misclassified as either being 'placed in field' or 'related field' but should be placed as 'out of field.'

Chelsey Smith was reported as being placed in field while working with Appleone (a temporary placement agent) at Adecco as an Administrative Assistant, which she procured while attending Westwood College.

Kenya Johnson- Currently works as a Security Officer at Allied Barton, and has since 2009, before her enrollment with Westwood College.

Ebonie Pearson- Was employed as a student worker (Student Support Representative) for Westwood College during her enrollment at the campus, which was a temporary position, lasting 5 months after her graduation.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team interviewed students, faculty, and reviewed course syllabi to verify out-of-class work by students that faculty made available to the team. Also students interviewed by the team provided access to their homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

9.27 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

- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.43 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 the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

## 9. PROGRAM EVALUATION

### **Academic Associate's in Computer Aided Design/Architectural Drafting**

### **Academic Associate's in Construction Management**

### **Bachelor's in Construction Management**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Dr. Nuri Zeytinoglu is the program chair for both Computer Aided Design/Architectural Drafting and Construction Management. He holds a bachelor's degree in Mechanical Engineering from Technical University of Istanbul and both a master's degree in Mechanical Engineering and a doctoral degree in Engineering from Wichita State University. He holds Leadership in Energy and Environmental Design, LEED, certification from the Green Building Certification Institute. Dr. Zeytinoglu has fifteen years of professional experience and eleven years of academic experience.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The community resources include a program advisory committee, guest lectures, and field trips. The team was able to verify the utilization of these community resources through student interviews and support documentation. The advisory committee, which supports both the CAD and Construction Management programs, provides recommendations for curriculum development, job placement, and equipment and software acquisition. Field trips provide the opportunity to view examples and applications of topics discussed in the classroom. Guest lecturers reinforce subject matter, forecast trends in the industry, and provide job search recommendations.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes  No
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:

- (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes       No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes       No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic associate's degree program in Computer Aided Design/Architectural Drafting: 3

Academic associate's degree program in Construction Management: 1

Bachelor's degree program in Construction Management: 5

How many calls to employers or graduates were successful?

Academic associate's degree program in Computer Aided Design/Architectural Drafting: 1

Academic associate's degree program in Construction Management: 0

Bachelor's degree program in Construction Management: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Academic associate's degree program in Computer Aided Design/Architectural Drafting: 1

Academic associate's degree program in Construction Management: 0

Bachelor's degree program in Construction Management: 2

If No, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate reported in the 2013 CAR. The following Construction Management students were misclassified as being placed in field and should be classified as out of field: Surina Fields whose job title is Hair Stylist is working for Hi Tech Hair and Jason Perez whose job title is Optician working for Pearl Vision.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?  
 Yes       No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes       No       Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

All courses in these programs require both assignments and projects that expect both in-class work during lab time and out-of-class homework. The syllabi identify the amount of homework time students are expected to spend on assignments and projects. Student interviews and a review of faculty electronic grade books documented the evaluation of assignments and projects. Students have access to their individual grade information recorded in the faculty member's electronic grade book for the purpose of monitoring their performance in the class. In addition, graded samples of assignments and projects for all courses were documented in a binder.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

9.27 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

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

Yes       No

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.38 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 the equivalent?  
 Yes  No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.41 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)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable
- 9.43 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 the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

**GENERAL COMMENTS:**

Both faculty and students confirmed that the increased emphasis on retention is having a positive impact.

**COMMENDATIONS:**

The facilities are in excellent condition and provide a positive learning environment.

**9. PROGRAM EVALUATION****Academic Associate's in Graphic Design****Bachelor's in Graphic Design: Major in Animation**

**Bachelor's in Graphic Design: Major in Visual Communications****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Torelen Winbush is program chair for the Graphic Design department at the campus. Mr. Winbush has been in this position for approximately six months since June, 2013. Previously for eight years, he was an instructor at Westwood College in Houston, Texas. He holds a bachelor's degree in Liberal Arts from McNeese State University in Lake Charles, Louisiana and a master's degree with a double concentration in Psychology and Art History from the University of St. Thomas in Houston, Texas. His previous professional employment includes working as a designer for Lagniappi Magazine and as an advertising manager/ creative director for Auchan Hypermarket where he supervised print design and photo shoots. Mr. Winbush holds professional memberships in AIGA (American Institute of Graphic Artists) and AAF (American Advertising Federation). He supervises one full-time instructor, Ms. Denise Johnson, plus five part-time instructors. While new to the campus and not teaching at present, he plans to teach at least one course per semester in the future.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The Greater Metropolitan Chicago area represents many opportunities of design for graphics, animation and the visual communication arts. The area affords students, through guest speakers and field trips, the association and experience of high profile world class art, design and corporate and entertainment design venues. The internationally recognized Chicago Institute of Art and Museum offers students special exhibits and art history programs in close proximity to the campus. The department's PAC (Program Advisory Committee) meets twice a year and is made up of local design professionals of various backgrounds and experience. Students have formed a Design Club that meets once a month to network and exchange design information. Once a year, the campus sponsors Design Week where several guest speakers in the commercial design field come to the campus. Also, as a yearly event, the campus hosts the Annual Portfolio Showcase reception where professionals come to review and critique student work.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No

- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Four calls were attempted in the academic associate's degree in Graphic Design.

Two calls were attempted in the bachelor's degree in Graphic Design/Animation.

Four calls were attempted in the bachelor's degree in Graphic Design/Visual Communications.

How many calls to employers or graduates were successful?

Three call in the academic associate's degree in Graphic Design were successful.

The two calls in the bachelor's degree in were Graphic Design/Animation were not successful.

Two of the four calls in the bachelor's degree in Graphic Design/Visual Communications were successful.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Three calls in the academic associate's degree in Graphic Design confirmed the employment of the graduate.

The two attempted calls in the bachelor's degree in Graphic Design/Animation program did not confirm the employment in field of the graduates as listed in the CAR.

Two of the four calls in the bachelor's degree in Graphic Design/Visual Communications confirmed the employment of the graduate.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Sec. 3-1-303(a)):** The team was unable to verify the placement rate reported in the 2013 CAR. The following Graphic Design/Animation graduates were misclassified as placed in field and should be placed as out of field: Carl Davis-Bey who obtained a bachelor's degree in Graphic Design/Animation in May, 2013 was placed as a shoe sales associate at Kohl's Department store and Ryan Zaraecki who graduated with a bachelor's degree in Graphic Design/Animation in October, 2012, was placed as a security officer for Guardian Security Company.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team was presented with evidence of graded design projects and corresponding recording of grades on grade sheets.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

- Yes       No  
 (c) The selection and use of appropriate and current learning materials.
- Yes       No  
 (d) Appropriate modes of instructional delivery.
- Yes       No  
 (e) The use of appropriate assessment strategies.
- Yes       No  
 (f) The use of appropriate experiences.
- Yes       No
- 9.27 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
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No
- 9.30 Are teaching loads reasonable?  
 Yes       No
- 9.38 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 the equivalent?  
 Yes       No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.41 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)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No       Not applicable
- 9.43 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 the equivalent?  
 Yes       No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No

9.47 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)

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

**GENERAL COMMENTS:**

The team found the staff and students at the campus to be very helpful and energetic during team's visit. The design and artwork of the students' displayed on the walls was of high quality, thus reflecting on the excellent instruction and professional world preparation of the students.

## 9. PROGRAM EVALUATION

### Bachelor's in Criminal Justice: Major in Administration

**FOR ALL PROGRAMS**

9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Latrice Mosley-Smith, Criminal Justice program chair, holds a master's degree in Criminal Justice from Chicago State University and a bachelor's degree in Sociology from Illinois State University. She is currently working on a second master's degree in Public Administration from Roosevelt University. She started as an adjunct instructor with Westwood Loop College in 2009 and was promoted to lead instructor, assistant program chair, then to program chair. She worked as a United States Probation Officer for 12 years prior to Westwood College.

9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No

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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

Yes       No       Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The program has offered field trips to the Leighton Criminal Courts, a visit to the Judge Mathis Show, Federal Courts of Chicago, Adler School of Professional Psychology to observe mental health issues, Cook County Juvenile Court, and the Chicago Police Department. They also visited China Town and a local African American restaurant to learn about cultural diversity. In addition, they were given the opportunity to view two films at a local theater relevant to the constitution and police brutality. They had one guest speaker, Ms. Lovely Carter who is an immigration specialist with the Department of Labor.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No (Skip to question 9.14)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Bachelor's degree program in Criminal Justice: Major in Administration: 14

How many calls to employers or graduates were successful?

Bachelor's degree program in Criminal Justice: Major in Administration: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Three calls confirmed the employment of the graduate as reported on the CAR.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate reported in the 2013 CAR. The following Criminal Justice students were misclassified as being "placed in field" but should be placed as "out of field." Demetrice Burke holds a bachelor's degree in Criminal Justice: Major in Administration and is currently a bus driver for R&D Bus Company. Tamika Fondern is also a graduate from this program and was employed as a temporary receiving associate at Walmart for the holiday season.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The college provided a binder containing samples of graded out-of-class work for each Criminal Justice course. This included multiple choice chapter reviews, essays, research papers, and Power Point presentations.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

- 9.27 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
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No
- 9.30 Are teaching loads reasonable?  
 Yes       No
- 9.43 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 the equivalent?  
 Yes       No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes       No

#### COMMENDATIONS:

The program chair, Ms. Latrese Mosley Smith, is impressive in her ability to provide a detailed plan for improving retention and theories on why the retention has been an issue for this program. She has a very good grasp on each student and is passionate about their academic success. The students spoken to confirmed this as well.

## 9. PROGRAM EVALUATION

### Associate's in Information and Network Technologies

### Bachelor's in Information and Network Technologies: Major in Network Management

**Bachelor's in Information and Network Technologies: Major in Systems Security**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Dr. Nuri Zeytinoglu is assigned to administer these academic programs. Dr. Zeytinoglu holds a bachelor's in Engineering from the Technical University of Istanbul, a master's in Mechanical Engineering from Wichita State University, and a doctoral degree in Engineering from Wichita State University. His experiential qualifications include employment at Rubino & Mesia Engineers as a structural engineer, and at Harza Engineering Company as a project engineer.
- Mr. Sameer Saba is assigned as the lead instructor for these academic programs. Mr. Saba holds a master's in Information System Management from Keller Graduate School of Management. Additionally, Mr. Saba earned a Cisco Certified Academy Instructor (CCAI) certification, and a Cisco Certified Network Associate (CCNA) certification from the Cisco Corporation. A+ and Security+ certifications from CompTIA, and a Microsoft Certified + Internet certification from the Microsoft Corporation. Mr. Saba's experiential qualifications include network administration with Century 21 SGR, Incorporated, network engineering with SofTech Institute, and employment as a technology specialist with Von Steuben Metropolitan Science Center.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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 section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:  
 The associate's in Information and Network Technology and bachelor's of Systems Security programs had fewer than 10 students and therefore are not applicable. Only the bachelor's in Network Management pertains to the question.
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 These programs utilize a Program Advisory Committee (PAC) composed of local industry professionals who provide recommendations and feedback on the needs of local industry. The team found evidence that a PAC meeting was held on 11/15/2013, where attendees discussed entry level skills required for employment, among other topics. In addition, Westwood also hosts a Westwood College IT Club whose goals include providing students with access to software, hardware and networking workshops, doing volunteer work in the local community and participating in field trips relevant to the IT field. Additional documentation was provided to the team showing that students have participated in various field trips.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No

- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, 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 any given class and provide an increasing level of difficulty as the student progresses. The team found that the course entitled ITCS100 Introduction to Information Technology, a survey level course that includes a broad introduction to "hardware, operating systems, software, data and an overview of the use of information technology in organizations," according to the course catalog, was taken by some students after they have completed significantly more advanced courses, e.g. ITCS102 Desktop Hardware, ITCS103 Desktop Operating Systems, ITCS105 Linux Operating Systems, ITCS202 Microsoft Network Operating Systems, among others.

The course description for the course ITCS100 Introduction to Information Technology states that the "course provides an introduction to information technology. Topics include an introduction to hardware, operating systems, software, data, and an overview of the use of information technology in organizations. Upon successful completion of this course, students will be able to identify hardware, operating system, software, and data components in a technology system." The syllabus also identifies some of the following outcomes for the course, "identify components of a basic client operating system; identify roles of clients, servers, routers, and switches; describe the business aspects of networking." Skills students will be acquiring from the course include "install[ing] a basic workstation operating system; format[ing] and partition[ing] a hard drive; configur[ing] a network connection; install[ing] software; and evaluat[ing] how knowledge, skills, and attitudes learned in this course apply to your chosen career."

These outcomes and skills are covered in more depth in other required courses, and therefore taking the ITCS100 course after these courses does not "provide an increasing level of difficulty as the student progresses" (3-1-513b) as required by ACICS standards. For example, outcomes listed for ITCS102 Desktop Hardware include identifying basic tools and procedures for troubleshooting personal computers and performing maintenance on them. Outcomes for ITCS103 Desktop Operating Systems includes evaluating, installing, configuring, optimizing and securing Windows operating systems, performing maintenance on operating systems, and configuring personal computer network protocols and services. Outcomes for ITCS105 Linux Operating Systems include executing Linux commands, and managing processes using system administration utilities. Outcomes for ITCS202 Microsoft Network Operating Systems include installing Windows Server, configuring Windows server, managing users, computers, and groups in a Windows Server environment and maintaining a Windows Server environment.

The team reviewed one student file in each of the following programs: associate's in Information and Network Technologies, bachelor's in Network Management, and bachelor's in Systems Security. A student in the bachelor's of Network Management, Fred Holman, according to transcripts reviewed by the team, took the following courses prior to ITCS100: NW106 Desktop Computing, NW105 Linux Operating Systems, NW110 Network Essentials, NW202 Microsoft Network Operating Systems, ITCS205 Advanced System Administration with Directory Services, ITNW250 Routing Protocols and Concepts, ITNW260 LAN Switching, and ITNW270 WAN Technologies. The transcript for the student Jerome Cushmeer, a student in the bachelor's of Systems Security, shows the student took the following courses prior to taking ITCS100: NW105 Linux Operating Systems, NW110 Network Essentials, NW222 Linux Systems

Administration, ITNW250 Routing Protocols and Concepts, ITNW260 LAN Switching, ITNW270 WAN Technologies. The transcript for the student Jake Johnson De Jesus, a student in the associates in Information and Networking Technology, shows the student took the following courses prior to ITCS100: NW105 Linux Operating Systems, NW106 Desktop Computing, NW110 Networking Essentials, NW222 Linux Systems Administration, ITNW250 Routing Protocols and Concepts, ITCS202 Microsoft Network Operating System, ITNW260 LAN Switching, ITCS205 Advanced System Administration with Directory Services, ITNW270 WAN Technologies.

ITCS100 Introduction to Information Technology should be taken prior to the majority of the courses in these three programs, to accomplish its goal of providing students with a broad overview of the field of information technology. That the ITCS100 course is offered as an elective does not alleviate the fact that students are taking courses that do not provide an increasing level of difficulty as the student progresses as required by ACICS standards.

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic associate's degree program in Information and Network Technologies: 1

Bachelor's degree program in Network Management: 7

Bachelor's degree program in Systems Security: 3

How many calls to employers or graduates were successful?

Academic associate's degree program in Information and Network Technologies: 1  
 Bachelor's degree program in Network Management: 4  
 Bachelor's degree program in Systems Security: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Academic associate's degree program in Information and Network Technologies: 1  
 Bachelor's degree in Network Management: 3  
 Bachelor's degree program in Systems Security: 1

The graduate Ciara Jackson informed the team that her job listed in the 2013 Campus Accountability Report (CAR) for the company Dakkota Integrated Systems as a machine operator, was a job she had prior to her education at Westwood, and that the job did not require any of the skills she had learned at Westwood.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate reported in the 2013 CAR report. The following bachelor's in Network Management student, Ciara Jackson, was listed in the 2013 CAR as being placed in-field, though she was placed out of field. Ms. Ciara Jackson works as an overhead operator for Dakkota Integrated System at 12519 South Burley Avenue in Chicago. The graduate stated that the skills she acquired at Westwood College were not used in her position to assemble auto parts.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?  
 Yes  No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team was provided with graded homework samples from students for each of the programs.

9.24 Are the following appropriate to adequately support the number and nature of the program?

- (a) Facilities.  
 Yes  No  
 (b) Instructional equipment.  
 Yes  No  
 (c) Resources.  
 Yes  No  
 (d) Personnel.  
 Yes  No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

- (a) Systematic planning.  
 Yes  No  
 (b) Well-defined instructional objectives.  
 Yes  No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes  No  
 (d) Appropriate modes of instructional delivery.  
 Yes  No

- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No
- 9.27 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
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No
- 9.30 Are teaching loads reasonable?  
 Yes       No
- 9.38 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 the equivalent?  
 Yes       No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.41 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)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No       Not applicable
- 9.43 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 the equivalent?  
 Yes       No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes       No

**COMMENDATIONS:**

Students interviewed by the team praised the program and the instructors, indicating they felt they were being well prepared for careers in the information technology industry.

The team would like to commend Dr. Zeytinoglu and Mr. Saba for their excellent work in training students for the information technology industry.

**9. PROGRAM EVALUATION****Diploma in Medical Assisting]**

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

Yes  No (Skip to question 9.02)

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

Ms. Monique Cannon is currently the program chair for the Medical Assisting program. Ms. Cannon started with Westwood College July 2012 as a program chair, and continues her oversight of the program today. Prior to Ms. Cannon's employment with Westwood College, she worked at various universities and colleges for 13 years as an instructor and an externship coordinator for the Medical Assisting program, comprised of 2 years managing alumni affairs. Ms. Cannon holds a diploma in Medical Assisting from Aristotle Medical College located in Hammond, Indiana, a bachelor's in Business Administration from Trine University in Angola, Indiana, and a master's in Business from Indiana Wesleyan University in Marion, Indiana.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

Yes  No  Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Students and faculty from the Medical Assisting department participate in a myriad of activities, which include field trips to local medical offices, healthcare fairs, and volunteer work. Guest speakers from the American Medical Technologist Association come to the campus to converse on topics related to healthcare once every quarter, and encourage students to participate in volunteer work around the city. Students also participate in cancer walks for leukemia, Alzheimer's and breast cancer. The students are also taking great pride in becoming one of the first to implement and maintain 'Inspiration Cafe,' a club that raises cancer awareness, feeding the homeless, blood drives, and collecting canned food and clothes for the poor, especially during the holidays. In addition, students participate in an externship program which enhances the learning and academic success by providing them with the necessary skills, knowledge, and expertise they will need to succeed.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes  No  Not Applicable (there have been no graduates)
- How many calls to employers or graduates were attempted?  
 No graduates were reported in the 2013 CAR report, so no calls were made.
- 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes  No  Not Applicable
- 9.21 Does the campus participate in Title IV financial aid?  
 Yes  No (Skip to question 9.24)
- 9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes  No  Not Applicable (Clock hour programs only)
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes  No  Not Applicable (Clock hour programs only)
- If Yes, briefly describe the documentation of evaluation viewed on site.  
 The team interviewed students and faculty, and reviewed course syllabi to verify out-of-class work that students and faculty made available to the team. Also students interviewed by the team provided access to their homework assignments.
- 9.24 Are the following appropriate to adequately support the number and nature of the program?  
 (a) Facilities.  
 Yes  No  
 (b) Instructional equipment.  
 Yes  No  
 (c) Resources.  
 Yes  No  
 (d) Personnel.  
 Yes  No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?  
 (a) Systematic planning.  
 Yes  No  
 (b) Well-defined instructional objectives.  
 Yes  No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes  No  
 (d) Appropriate modes of instructional delivery.  
 Yes  No  
 (e) The use of appropriate assessment strategies.  
 Yes  No  
 (f) The use of appropriate experiences.  
 Yes  No
- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes  No

- 9.27 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
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes  No
- 9.32 What is the current student/teacher ratio?  
(Calculate the student/teacher ratio by using the following formula:  
-Add the Number of students enrolled in the program-specific courses (courses with program prefix)  
-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).  
The current student/teacher ratio is 20 to 1.
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes  No

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
<b>1</b>	<b>3-1-303(a)</b>	Several students are mis-classified on the 2013 CAR(pages 26, 29, 33, 38, 42, and 47).
<b>2</b>	<b>3-1-111</b>	The CEP does not contain adequate analysis of learning outcomes (page 4).
<b>3</b>	<b>3-1-513(b)</b>	The pre-requisite system does not insure a proper sequence of courses for one program (page 45).
<b>4</b>	<b>3-1-513(a)</b>	The independent study policy is not being followed for one student (page 24).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

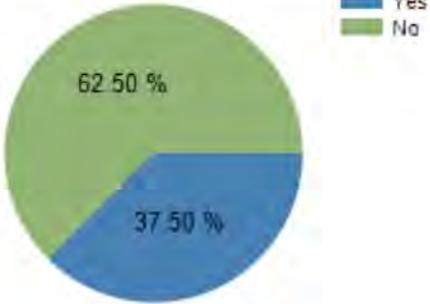
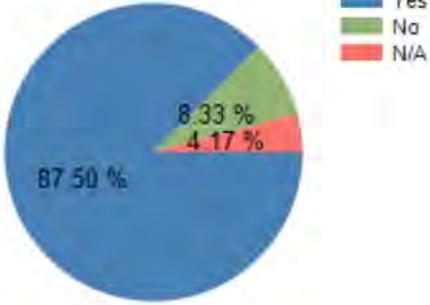
Bachelor's in Business Administration: Major in Healthcare Administration Program:

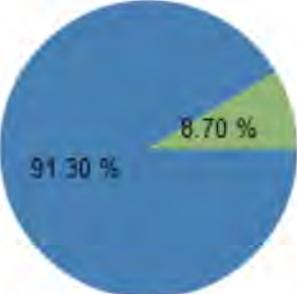
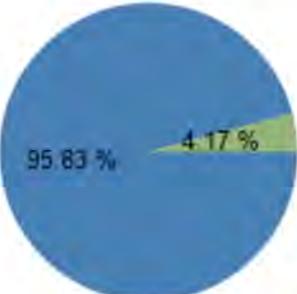
- That the Healthcare program implement and partake in more community resources, which will enable students to better understand how the healthcare sector works in real life experiences. In addition, students will be able to network more efficiently, creating a higher student placement rate in their related field.

Graphic Design Program:

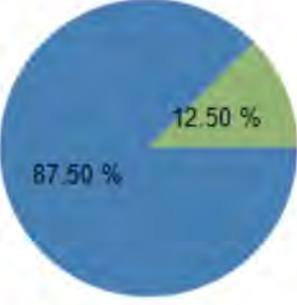
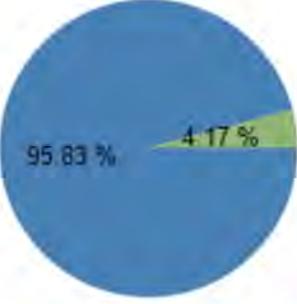
- That the administration consider adding to the number of color printers to make them more accessible to students in order to expedite and upgrade the quality of their graphic design work.

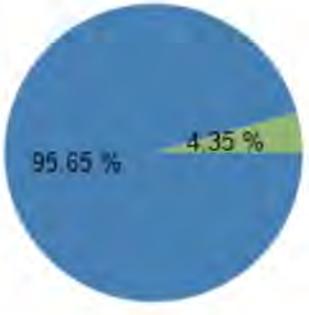
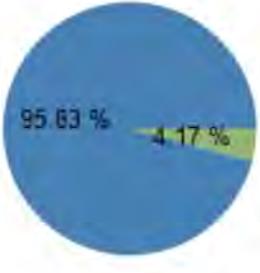
Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.

Personify Id	Survey Question	Category	Count	
00020658				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	9	
		No	15	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	21	
		No	2	
		N/A	1	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	24	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	<table border="1"> <tr> <td>Yes</td> <td>24</td> </tr> </table>	Yes	24		 <p>100.00 %</p> <p>Yes</p>
Yes	24					
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	<table border="1"> <tr> <td>Yes</td> <td>23</td> </tr> </table>	Yes	23		 <p>95.83 %</p> <p>4.17 %</p> <p>Yes No</p>
Yes	23					
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>21</td> </tr> </table>	Yes	21		 <p>91.30 %</p> <p>8.70 %</p> <p>Yes No</p>
Yes	21					
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>23</td> </tr> </table>	Yes	23		 <p>95.83 %</p> <p>4.17 %</p> <p>Yes No</p>
Yes	23					

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	22	No	1	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>22</td> <td>95.65 %</td> </tr> <tr> <td>No</td> <td>1</td> <td>4.35 %</td> </tr> </table>	Response	Count	Percentage	Yes	22	95.65 %	No	1	4.35 %					
Yes	22																				
No	1																				
Response	Count	Percentage																			
Yes	22	95.65 %																			
No	1	4.35 %																			
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	24	No	0	N/A	0	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>24</td> <td>100.00 %</td> </tr> </table>	Response	Count	Percentage	Yes	24	100.00 %						
Yes	24																				
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Response	Count	Percentage																			
Yes	24	100.00 %																			
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>21</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	21	No	2	N/A	1	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>21</td> <td>87.50 %</td> </tr> <tr> <td>No</td> <td>2</td> <td>8.33 %</td> </tr> <tr> <td>N/A</td> <td>1</td> <td>4.17 %</td> </tr> </table>	Response	Count	Percentage	Yes	21	87.50 %	No	2	8.33 %	N/A	1	4.17 %
Yes	21																				
No	2																				
N/A	1																				
Response	Count	Percentage																			
Yes	21	87.50 %																			
No	2	8.33 %																			
N/A	1	4.17 %																			
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	22	No	1	N/A	1	<table border="1"> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> <tr> <td>Yes</td> <td>22</td> <td>91.67 %</td> </tr> <tr> <td>No</td> <td>1</td> <td>4.17 %</td> </tr> <tr> <td>N/A</td> <td>1</td> <td>4.17 %</td> </tr> </table>	Response	Count	Percentage	Yes	22	91.67 %	No	1	4.17 %	N/A	1	4.17 %
Yes	22																				
No	1																				
N/A	1																				
Response	Count	Percentage																			
Yes	22	91.67 %																			
No	1	4.17 %																			
N/A	1	4.17 %																			

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	24	No	0	 <p>100.00 %</p>		
Yes	24								
No	0								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	24	No	0	 <p>100.00 %</p>		
Yes	24								
No	0								
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>21</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	21	No	3	N/A	0	 <p>87.50 % 12.50 %</p>
Yes	21								
No	3								
N/A	0								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>23</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	23	No	1	 <p>95.83 % 4.17 %</p>		
Yes	23								
No	1								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> </table>	Yes	22	<table border="1"> <tr> <td>No</td> <td>1</td> </tr> </table>	No	1	 <p>95.65 % 4.35 %</p> <p>Yes No</p>
Yes	22							
No	1							
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>0</td> </tr> </table>	Disagree	0	<table border="1"> <tr> <td>Agree</td> <td>24</td> </tr> </table>	Agree	24	 <p>100.00 %</p> <p>Agree</p>
Disagree	0							
Agree	24							
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>1</td> </tr> </table>	Disagree	1	<table border="1"> <tr> <td>Agree</td> <td>23</td> </tr> </table>	Agree	23	 <p>95.63 % 4.17 %</p> <p>Disagree Agree</p>
Disagree	1							
Agree	23							



## NEW GRANT VISIT REPORT

### WESTWOOD COLLEGE CHICAGO LOOP

1 North State Street, Suite 1000

Chicago, IL 60602

ACICS ID Code: 00020658

Mr. Bruce McKenize, Co-Campus President (BMcKenzie@westwood.edu))  
20658@westwood.edu

### MAIN CAMPUS

### WESTWOOD COLLEGE LOS ANGELES

3250 Wilshire Boulevard, Suite 400

Los Angeles, CA 90210

ACICS ID Code: 00011142

January 23-24, 2014

Mr. Burton S. Kaliski	Chair	Southern New Hampshire University (retired)	Manchester, NH
Ms. Darlene Minore	Student-Relations Specialist	Minore Educational Services	Bainbridge Island, WA
Ms. Mary Gail Rhodes Lowery	Educational Activities and Library Specialist	Alabama Department of Education (retired)	Gatlinburg, TN
Mr Jack R. Jones	Business Administration Accounting and Marketing Specialist	CCI, Corinthian College, Inc. (retired)	Palm Harbor, FL
Ms. Shannon Lea O'Keefe	Business Administration Health Management and Medical Assisting Specialist	World Education University	Murrieta, CA
Mr. Terry A. Owens	Construction Management and Computer Aided Design and Drafting Specialist	Southern Illinois University (retired)	Carbondale, IL
Mr. Barry Phillips	Graphic Design Animation and Visual Communication Specialist	Art Director/Designer, CBS, NBC, PBS	Burleson, TX
Ms. Teresa Lea Hottle	Criminal Justice Specialist	Lincoln College of Technology	Tipp City, OH
Mr. Eli T. Hoehn	Information and Network Technology Security and Networking Specialist	Brown College (retired)	Saint Peter, MN
Mr. Chad Hartman	Senior Accreditation Coordinator	ACICS	Washington, DC

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

**ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS**

**PROGRAMS OFFERED BY  
WESTWOOD COLLEGE CHICAGO LOOP CAMPUS  
CHICAGO, ILLINOIS**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Accounting*	180	2/0	33.33%	100%	45%	n/a
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Healthcare Management	180	30/1	52.70%	83%	51.38%	66.67%
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Marketing Management	180	42/3	50.41%	83%	54%	88.89%
Bachelor of Applied Science	Bachelor's	Construction Management	180	15/5	63.79%	100%	66.67%	76.92%
Associate of Applied Science	Academic Associate's	Construction Management	90	27/3	45.45%	100%	n/a	n/a
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Animation*	180	0/1	71%	67%	84.21%	66.67%
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Visual Communications	180	10/1	92%	100%	63.83%	77.78%
Associate of Applied Science	Academic Associate's	Computer Aided Design/Architectural Drafting	90	9/1	47.22%	100%	61.22%	80%
Associate of Applied Science	Academic Associate's	Graphic Design	90	28/4	65%	80%	70%	100%
Bachelor of Applied Science	Bachelor's	Criminal Justice: Major in Administration	180	89/8	57.44%	64%	48.02%	59.32%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Network Management	180	11/5	74%	70%	61%	60%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Systems Security	180	8/1	88%	60%	47.83%	42.86%
Associate of Applied Science	Academic Associate's	Information and Network Technologies	90	28/4	54.55%	50%	46%	0%
Diploma	Diploma	Medical Assisting	69.5	87/10	51.23%	n/a	100%	n/a

**TOTAL ENROLLMENT**

433

Notes: \*Program is currently being taught out.

## INTRODUCTION

The Westwood College Chicago Loop Campus began enrolling students in 2003 in its associate's degree programs, extended to bachelor's degree programs, and in 2012 added a diploma program in Medical Assisting. The campus has a consortium agreement with Westwood College Online, permitting students to enroll in online courses. In 2012 the campus introduced its Career Advantage Program in which all courses were modified to 4.5 quarter credit hours to enable ease of transferability of credits to other institutions.

The student body at the campus is comprised of 63% bachelor's degree students, 18% associate's degree, and 19% diploma. The average age of the students is 29 years, with a gender breakdown of 57% female and 43% male. Two thirds of the students attend class in the day and 1/3 in the evening. The ethnic composition of the campus is 57% African-American, 1% Asian, 5% Hispanic, 6% White Non-Hispanic, 1% American Indian or Alaska Native, 5% two or more races, and 25% not specified. There are significant socioeconomic indicators among the students; 34% of the students live in Chicago neighborhood communities that are ranked below the federal poverty level and rank high in the Federal Hardship Index. While the statistical correlation between these indicators and grades, attendance, and retention has not been calculated, there appears to be a connection among these variables.

The campus has recently gone through challenging times, documented by the number of retention and placement statistics that are below ACICS criteria. They are in the process of attending to these areas, most notably indicated by the hiring of a new academic dean in 2013. A significant charge to the dean is to increase retention through many proactive efforts and it appears that the academic and administrative structure of the campus is headed this way. Two major concerns that were observed by the team were a very minimal use of student learning outcomes, though the campus is working on improving this area, and several misclassified in field placements on the 2013 CAR.

The campus was well prepared for the visit, housed the team in a very satisfactory working area, and attended to the team's needs in a friendly and collegial manner.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement can be found on page 8 of the Westwood College 2014 Academic Catalog Illinois.
- 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 and understandable to the public?  
 Yes  No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes  No
- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes  No
- 1.08 If the campus is an additional location, does the additional location 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 five required elements evaluated in the CEP?

(a) Student retention.

Yes       No

(b) Student placement.

Yes       No       Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes       No       Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes       No       Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes       No

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

**(Section 3-1-111):** The campus uses only course grades and attendance as student learning outcome measures. These measures are not sufficient to assess specific content learning for a course. Student learning outcomes provide data to support learning has occurred and may include such items as course grades, GPAs, CGPAs, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure examinations and other measures of skill and competency attainment. The campus is planning to implement such items in the CEP relative to outcome measures; however, they are not in place.

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

Student learning outcomes measures used by the campus are course grades and attendance. They are reported course by course leading to a judgment of the effectiveness of each of the courses and their instructors. There are no student learning outcomes in place that relate directly to the content of courses or programs.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes       No       Not Applicable

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

Yes       No       Not Applicable

(c) How the data was collected.

Yes       No       Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes       No       Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes       No       Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes       No       Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

There are many activities being initiated by the campus to meet placement and retention goals. Three initiatives relating to placement include the following: (1) helping the student to realize that he or she has a part in the placement process in terms of applying all of the steps learned in courses to their ultimate job placement; (2) stressing mock interviews in several places in the curriculum; and (3) increasing the number of potential employers who visit the campus.

Three initiatives relating to retention goals include the following: (1) implementing an outreach program called Life Savers in which students who miss classes are contacted and counseled on a routine basis; (2) increasing the role of program chairs in relation to student retention, with the chairs presenting upfront expectations of the curriculum to incoming students and meeting with the students for advising on a regular basis; and (3) implementing a 30-day free trial program in which a student is able to attend classes for 30 days at no cost to see if he or she wants to continue in the program.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes  No

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

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The campus president, Ms. Kelly Moore, is responsible for implementing and monitoring the CEP. Ms. Moore has served as campus president at Westwood College since 2003 and spent the prior four years in upper administration roles in other proprietary settings. She holds a bachelor's degree in History from DePaul University, a certificate in Paralegal from Roosevelt University, and a master's degree in Public Service from DePaul University. Ms. Moore is on leave in order to complete her doctorate degree. She is expected to return in April 2014.

In her absence, Mr. Bruce McKenzie is serving as interim president and shares responsibility for the CEP with Ms. Elizabeth Gilbertson, academic dean. Mr. McKenzie began this position in December 2013. Prior to this, he was the president of another Westwood campus in the Chicago area for 12 years. He had an extensive career in the insurance industry before entering the education field. Mr. McKenzie holds an associate's degree in Liberal Arts from Wright College of the Chicago City College and a bachelor's degree in Psychology from the University of Wisconsin-Stout. Ms. Gilbertson has been the academic dean for the past six months. Prior to this position, she was a dean of education at a proprietary school, an education director at a correctional institution, and has served as an instructor in the U.S. Army reserves for nearly two decades. She holds a bachelor's degree in Management from Ottawa University and a master's degree in Instructional Technology from American Intercontinental University.

There is a CEP committee comprised of student support, career services, admissions, and financial aid administrators, and the registrar, librarian, and program chairs.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes  No  Not Applicable (new additional location or initial applicant only)

## 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 Does the campus:

(a) Adequately train its employees?

Yes  No

(b) Provide them with constant and proper supervision?

- Yes       No  
 (c) Evaluate their work?  
 Yes       No

2.03 Is the administration of the campus efficient and effective?

- Yes       No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

- Yes       No

(b) Know the person to whom they report?

- Yes       No

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

- Yes       No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

- Yes       No

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

- Yes       No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

- Yes       No

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?

The campus president, Ms. Moore, is responsible for financial oversight of the campus. As previously noted she has been the campus president since 2003 and has four years of experience in upper administrative roles at other institutions. Ms. Moore holds a bachelor's degree in History from DePaul University in Chicago, a certificate in Paralegal from Roosevelt University, and a master's degree in Public Service from DePaul University. She is currently on leave to complete her doctoral degree and is expected to return in April 2014.

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### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

- Yes       No

3.02 Are all staff well trained to carry out administrative functions?

- Yes       No

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

The campus president, Ms. Kelly Moore, is the on-site administrator. As previously noted she has been the campus president since 2003 and has four years of experience in upper administrative roles at other institutions. Ms. Moore holds a bachelor's degree in History from DePaul University in Chicago, a certificate in Paralegal from Roosevelt University, and a master's degree in Public Service from DePaul University. She is currently on leave to complete her doctoral degree and is expected to return in April 2014.

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3.04 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

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes  No  Not Applicable (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

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

Yes  No (Skip to Question 3.11.)

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

3.13 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

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

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

3.16 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

#### COMMENDATIONS:

The academic dean, Ms. Gilbertson, is to be commended for her clear intent to lead the academic programs toward improved retention rates. She is passionate about this goal and has surrounded herself with a most capable group of program chairs and faculty to achieve this outcome. All of the faculty who were interviewed by the team spoke highly of her work.

## 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
Thirty-three files of matriculated, graduated and withdrawn students were reviewed during the evaluation.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes       No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes       No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes       No
- 4.05 Is there evidence 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)?  
 Yes       No
- 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
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes       No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
Mr. Gus Pyroulis, director of admissions, is responsible for the oversight of student recruitment. He holds a bachelor's degree in Communication from the University of Illinois. Mr. Pyroulis worked in sales before joining Westwood's administrative team in 2000.
- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

The director of admissions for the campus discussed in detail the recruitment procedures, shared admissions forms, training manuals, and the supervisory process for the admissions representatives. Based on this conversation and observation, the team was able to determine the recruiting process is ethical and compatible with the educational objectives for this campus.

- 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
- 4.13 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes       No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes       No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes       No       Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes       No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes       No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes       No       Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes       No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes       No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)
- If Yes, has the campus published a list of institutions with which it has established the agreements?  
 Yes       No
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?  
 Yes       No
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes       No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 47-51 of the Westwood College 2014 Academic Catalog for Illinois.

- 4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)
- Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)
- A warning status.  
 Yes  No  Not Applicable (campus does not use)
- A probationary period.  
 Yes  No
- An appeal process.  
 Yes  No
- An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)
- The effect when a student changes programs.  
 Yes  No  Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (campus only offers one credential)
- The implications of transfer credit.  
 Yes  No
- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes  No
- 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% 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?  
 Yes  No  Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 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 status?  
 Yes  No  Not Applicable (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, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes  No
- 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 (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (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)
- 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. Gilbertson, academic dean, is responsible for the administration of satisfactory academic progress. As previously stated, she holds a bachelor's degree in Management from Ottawa University and a master's degree in Instructional Technology from American Intercontinental University. Prior to joining the Westwood Chicago Loop Campus in 2013, Ms. Gilbertson worked as adjunct instructor, education director and the dean of education for various proprietary schools.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 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 Question 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 (campus has not changed tuition or fees)
- 4.46 Is the campus' 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 Is the campus following its stated refund policy?  
 Yes     No
- 4.49 Does the campus participate in Title IV financial aid?  
 Yes     No (*Skip to question 4.57*)
- 4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?  
 Ms. Joan Malatesta, director of student finance, is responsible for the on-site administration of student financial aid. She holds a bachelor's degree in Elementary Education from the University of Illinois and a master's degree in Business Administration from Northwestern Illinois University. Ms. Malatesta has worked as a campus president and directed finance departments at proprietary schools prior to joining the administrative team at Westwood College in 2008.
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes     No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes     No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes     No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 Ms. Malatesta is a member of the Illinois Association of Student Financial Aid Administrators (IIASFAA) and the National Association of Student Financial Aid Administrators (NASFAA). She attends the IIASFAA meetings twice annually where she attends workshops to stay current with regulation and policy changes in financial aid. Additionally, Ms. Malatesta attends trainings offered by the cooperate office, webinars and USAAFunds.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes       No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes       No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes       No (*Skip to question 4.58.*)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Student services offered by the campus include the following activities: structured tutoring, academic counseling, personal counseling referrals on a case-by-case basis, an extensive student orientation entitled "Day One Graduation Road Map to Success," employment preparation that begins at the first term of enrollment, and life-time employment assistance. Of particular note is the ability of students to submit a confidential request for assistance and a customized resource/referral form. The school has worked with the Chicago Transit Authority for bus and train passes and with Comcast for free internet access at students' homes.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes       No       Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Natasha Russell, director of campus operations, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in Interpersonal Communication from Monmouth College and a master's degree in Communication from Northern Illinois University. Ms. Russell has extensive experience working as an instructor and in student services for career colleges before joining the Westwood College administrative team in May 2011.

4.61 Does the campus offer employment assistance to all students?

Yes       No       Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes       No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 508

The ending enrollment reported on the previous year's CAR is 508

4.64 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

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The process the campus utilizes to ensure students are counseled concerning their student loan repayment obligations are scheduled one-to-one counseling sessions 30 days before graduation to complete the on-line Federal Student Loan Program's exit loan counseling module. Students are directed to contact the company, Student Loan Solutions, for repayment guidance and budget counseling, and students who withdraw are mailed a letter that outlines their repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).

The campus has extensive organized activities. There is a business club and a criminal justice club. Each club sponsors a weekly food event and uses the profits to donate to a charitable organization in the community. There is a national chartered chapter of the Toastmasters organization. A newly implemented Student Ambassadors organization allows students with

excellent grades and attendance to represent the school. There are school-wide events to promote school spirit and community such as softball and basketball games.

## 5. EDUCATIONAL ACTIVITIES

- 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?  
 Ms. Gilbertson, academic dean, is responsible for the academic integrity of all programs offered at the campus. As previously stated, Ms. Gilbertson holds a bachelor's degree in Management from Ottawa University and a master's degree in Instructional Technology from American Intercontinental University. She has over nine years of experience in higher education across a broad spectrum of positions that include adjunct faculty, education director, and academic dean and progressed to the academic dean position at the campus in July 2013.
- Ms. Gilbertson is assisted by program chairs and the general education chair, Mr. Torelen Winbush. Mr. Winbush has a bachelor's degree in Liberal Arts from the University of St. Thomas and a master's degree in Liberal Arts from McNeese State University. He has been with Westwood Colleges since 2005 and manages all program-related functions in general education.
- 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 academic dean is ultimately responsible for the development, administration, and academic integrity of the programs offered on the campus. The dean is supported by program chairs who share the responsibilities of curriculum management, development, and evaluation of each program. A review of the each program chair's signed data sheet and the class schedules indicate 100% of their time is allocated to the administration of each program.
- 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 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 question 5.10)

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes  No (*Skip to question 5.14*)
- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes  No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes  No
- 5.16 What provisions are made for individual differences among students?  
 Faculty members are encouraged through in-service training to use a variety of teaching styles and methods to accommodate diverse learning styles. General education students are required to enroll in four foundation courses in English, math, career management/success strategies, and critical thinking skills. Student performance is closely monitored during their first three terms of enrollment. Weekly retention meetings are held in each department to identify those students in need of assistance. Students performing below average are encouraged to attend tutoring sessions with faculty and peers. Faculty members work individually with those students who are excelling in subject matter by providing challenging assignments to advance their knowledge base. The campus facilities are made available to students six days per week. These facilities allow students access to computer labs, a learning commons area in the library, access to faculty, and a study room.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 The need for curriculum change is determined through analysis of interaction from faculty design teams, program advisory boards, and feedback from student, employer and graduate surveys. Suggestions for improvement are forwarded to the corporate's central academic affairs department for review and evaluated for any necessary revisions. Supplemental work may be added to curricula if time is available during the instruction module.
- 5.18 Does the faculty participate in this process?  
 Yes  No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes  No  Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- 5.22 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, skip to 5.22*)  
 (a) Facilities.  
 Yes  No  
 (b) Instructional equipment.  
 Yes  No  
 (c) Resources.  
 Yes  No  
 (d) Personnel.  
 Yes  No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes       No

5.25 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

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

Yes       No

5.27 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) 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)

5.28 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 verified documentation of a systematic process of in-service training. The campus requires faculty participation in training focusing on teaching methodology concentrating on curriculum concepts, new theories and techniques of instruction, and educational media.

5.29 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

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes       No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes       No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes       No

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

Yes       No

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

Yes       No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes       No

5.38 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

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

Yes       No

5.40 Do the program's general education courses meet Council standards?

Yes       No

- 5.41 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

## 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).  
 The Westwood College Chicago Loop campus is located in leased facilities on the 10<sup>th</sup> floor of an office building in downtown Chicago. The campus occupies 47,000 square feet, which includes: 23 instructional classrooms, program specific labs and computer labs, administrative and faculty office space, an instructional resource center, and a snack area. The student body travels to campus via an extensive public transport system in Chicago. The campus is well-lit, with wide hallways, all of which are tastefully decorated.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize campus additions?  
 Yes  No
- 6.04 Are all facilities (including additional space and campus additions) 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 campus additions)?
- (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 (please include the year, number, and volume if appropriate)?  
 The team reviewed the 2014 Westwood College Illinois Academic Catalog and addendum volume 32-number 1 effective January 8, 2014.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
- 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 listing of all scholarships, grants, and/or loans offered.
- Yes       No       Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).
- Yes       No       Not Applicable (initial applicants only)

7.05 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

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

Yes  No

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

Yes  No  Not Applicable

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

Yes  No (*Skip to Question 7.07.*)

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)

7.07 Does the catalog contain an addendum/supplement?

Yes  No (*Skip to Question 7.08.*)

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

Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes  No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?  
 Yes  No

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 utilizing: print publications, the campus website, and radio and television ads.

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 (Skip to Question 7.14.)

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?  
 Yes  No

7.14 Does the campus utilize services funded by third parties?  
 Yes  No (Skip to Question 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 referenced in all advertising that mentions financial aid?  
 Yes  No  Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?  
 The institution publishes retention and graduation rates per campus.

Where is this information published and how frequently is this information being updated?  
 The information is published on the institution's website and is updated on an annual basis.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No

8.04 Are adequate staff provided to support the 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 librarian is constantly seeking information pertaining to resource materials from faculty, administrative staff, and curricula teams. The librarian assesses the student population, the types of degrees offered at the campus, and consults

professional review journals. This process ensures the campus fulfills its academic objective of having a well-balanced collection of instructional materials and resources for all programs offered.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

8.07 Is the campus' 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 year's library budget is \$ 22,536, which is designated for materials (\$6,960), electronic resources (\$15,276) and supplies (\$300).

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

At the time of the team's visit, the institution has spent approximately 30% of the \$6,960 budgeted for materials including books, reference materials, and periodicals and 100% of \$15,276 budgeted for electronic research.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes  No

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes  No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

The campus requires new students to participate in library seminars during their first term of instruction in each program to promote resources. Syllabi reflected research project assignments through online, books and journals in general education and specific program areas offered at the campus.

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 Describe any full-text online collections available to students.

The campus' library offers full-text collections including ProQuest, LexisNexis, and EBooks for students in general education and program-specific areas.

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

- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
Ms. Heather Ayers is the on-site librarian. She holds a master's degree in Library and Information Science (MLIS) from Dominican University. Prior to working at the campus, she spent six years in various library positions in law, museum, special, and academic libraries.
- 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 campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) 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 (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 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- 8.24 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
- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes  No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes  No
- 8.27 Is there a current inventory of instructional resources?  
 Yes  No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes  No

**COMMENDATIONS:**

The librarian works closely with other Westwood campus librarians for continual guidance in the purchasing and utilization of current instructional resources, audiovisual teaching equipment, and instructional materials adequate to serve the needs of all educational programs offered by the campus.

**9. PROGRAM EVALUATION**

**Bachelor's Degree in Business Administration: Major in Accounting**

**Bachelor's Degree in Business Administration: Major in Marketing Management**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Lynda Brown serves as the program administrator for the Business Administration programs in Accounting, Marketing, and Healthcare Management. Ms. Brown is fully qualified to academically administer the Accounting and Marketing programs. Her background includes teaching and business experience; plus, a bachelor's degree in Criminal Justice from Florida International University, a master's in Business from Carlos Albrizu University and a master's degree in jurisprudence from Loyola University.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Students have participated in field trips to the Federal Reserve Bank, behind the scenes tours of restaurants and retail stores, and have had one entrepreneur as a guest speaker within the last academic year to enrich the programs.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

Yes  No

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

**(Section 3-1-513(a)):** Not all independent studies are used appropriately. Specifically, Mr. Martell Malone, a bachelor's degree with an accounting major student, needs ACC310 to graduate this term. He is the sole student enrolled in ACC310, an on-ground course. Although the course is being taught as if it is an independent study, the campus has not classified it as such. The instructor indicated the class sessions may not be held for the full contact time/session; this was confirmed by the team while on-site when an ACC310 class session, which was scheduled to meet 12:00 p.m. to 4:00 p.m., ended at 1:40 p.m. Finally, there is no documentation to support the course is being taught as an independent study.

- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No

Mr. Martell Malone indicated that he has been required to take many of his upper division accounting courses online. As a result, his grades dropped from "A" to "D." Others stated exceptions to course sequencing and prerequisites are made if a student is within one or two courses of graduation. The campus policy is that unless there are five or more students eligible to take a course, the students are strongly encouraged to take the course online.

- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls, by program, was made:

Bachelor's degree in Business Administration/Accounting - 3

Bachelor's degree in Business Administration/Marketing - 17

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Business Administration/Accounting - 0

Bachelor's degree in Business Administration/Marketing - 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were 3 successful calls to the employers/graduates of the bachelor's degree in Business Administration/Marketing program that confirmed the placement of the graduates as reported on the 2103 CAR.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate as reported on the 2013 CAR. The following graduates of the bachelor's degree in Business Administration/Marketing program were not confirmed as being placed in field as reported on the 2013 CAR:

- Mr. Jimmie Johnson could not be reached and was reported as a loss prevention supervisor at Village Discount Outlet. The company confirmed that he had been employed for one month as a security guard and was never employed as a loss prevention supervisor.
- Ms. Eboni Clayton was reported as a cashier at Sears. Sears would not confirm this graduate was an employee. The job title is also not indicative of placed in field for an individual with a bachelor's degree in Business Administration/Marketing
- Mr. Dupree Clark was reported as placed in field as a bus driver; this is a misclassified placed in field for a graduate with a bachelor's degree in Business Administration/Marketing.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Student research papers and tests are the primary methods used for evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

- Yes       No  
 (b) Well-defined instructional objectives.  
 Yes       No  
 (c) The selection and use of appropriate and current learning materials.  
 Yes       No  
 (d) Appropriate modes of instructional delivery.  
 Yes       No  
 (e) The use of appropriate assessment strategies.  
 Yes       No  
 (f) The use of appropriate experiences.  
 Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No
- 9.43 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 the equivalent?  
 Yes       No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes       No

## 9. PROGRAM EVALUATION

### **Bachelor's Degree in Business Administration: Major in Healthcare Management**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Richard Clough is currently the lead faculty for the Healthcare Administration program. Mr. Clough started with Westwood College in July 2013, and was promoted to lead faculty in January 2014. Mr. Clough has an extensive background in healthcare administration and management, which consists of over 30 years as a chief operating officer, chief financial officer, and director of finance at Robinson Memorial Hospital. Mr. Clough holds an associate's degree in Accounting from Lorain County Community College, and a bachelor's and a master's degrees in Business Administration from Baldwin-Wallace University.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

Yes       No       Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Students and faculty participate in field trips to the Federal Reserve Bank and attend lectures and discussions involving business related topics.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes       No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes       No

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

Yes       No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

Yes       No (*Skip to question 9.14*)

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

Yes       No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

Yes       No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 5 calls attempted.

How many calls to employers or graduates were successful?

There were 4 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There was 1 successful call that confirmed the employment of the graduate as reported on the 2013 CAR.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate as reported on the 2013 CAR. The following Business Administration with a major in Healthcare Management students are misclassified as being placed in field; they should be classified as placed out of field:

- Ms. Chelsey Smith is reported as being placed in field while working with Appleone (a temporary placement agency) at Adecco as an Administrative Assistant, which she procured while attending Westwood College.
- Ms. Kenya Johnson who currently works as a Security Officer at Allied Barton, and has since 2009, before her enrollment with Westwood College.
- Ms. Ebonie Pearson who was employed as a student worker (Student Support Representative) for Westwood College during her enrollment at the campus, which was a temporary position, lasting five months after her graduation.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team interviewed students, faculty, and reviewed course syllabi to verify out-of-class work by students is being evaluated by faculty. Also, students who were interviewed by the team provided access to their homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

9.27 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

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

Yes       No

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

Yes       No

9.30 Are teaching loads reasonable?

Yes       No

9.43 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 the equivalent?

Yes       No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes  No

9.45 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 (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes  No

9.47 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)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes  No

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Computer Aided Design/Architectural Drafting

### Academic Associate's Degree in Construction Management

### Bachelor's Degree in Construction Management

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

Yes  No (*Skip to question 9.02*)

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

Dr. Nuri Zeytinoglu is the program chair for both Computer Aided Design/Architectural Drafting and Construction Management. He holds a bachelor's degree in Mechanical Engineering from Technical University of Istanbul, a master's degree in Mechanical Engineering and a doctoral degree in Engineering, both from Wichita State University, and certification in Leadership in Energy and Environmental Design (LEED) from the Green Building Certification Institute. Dr. Zeytinoglu has 15 years of professional experience and 11 years of academic experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

Yes  No  Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The community resources include a program advisory committee, guest lectures, and field trips. The team verified the utilization of these community resources through student interviews and support documentation. The advisory committee, which supports both the CAD and Construction Management programs, provides recommendations for curriculum development, job placement, and equipment and software acquisition. Field trips provide the opportunity to view examples and applications of topics discussed in the classroom. Guest lecturers reinforce subject matter, present industry trends, and provide job search recommendations.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No (*Skip to question 9.14*)
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes       No
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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

**For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:**

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls, by program, was made:

Academic associate's degree in Computer Aided Design/Architectural Drafting - 3

Academic associate's degree in Construction Management - 1

Bachelor's degree in Construction Management - 5

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Computer Aided Design/Architectural Drafting - 1

Academic associate's degree program in Construction Management - 0

Bachelor's degree in Construction Management - 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of successful calls, by program, confirmed the employment of the graduates as reported on the 2013 CAR:

Academic associate's degree in Computer Aided Design/Architectural Drafting - 1

Academic associate's degree in Construction Management - 0

Bachelor's degree in Construction Management - 2

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate as reported on the 2013 CAR. The following Construction Management students are misclassified as being placed in field; they should be classified as placed out of field:

- Ms. Surina Fields whose job title is Hair Stylist and is working for Hi Tech Hair
- Mr. Jason Perez whose job title is Optician and is working for Pearl Vision.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

All courses in these programs have assignments and projects that require in-class work during lab time and out-of-class homework. The syllabi identify the amount of homework time students are expected to spend on assignments and projects. Student interviews and a review of faculty electronic grade books document the evaluation of assignments and projects. Students have access to their individual grade information recorded in the faculty member's electronic grade book for the purpose of monitoring their performance in the class. In addition, graded samples of assignments and projects for all courses are kept in a binder.

- 9.24 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes       No
- (b) Well-defined instructional objectives.  
 Yes       No
- (c) The selection and use of appropriate and current learning materials.  
 Yes       No
- (d) Appropriate modes of instructional delivery.  
 Yes       No
- (e) The use of appropriate assessment strategies.  
 Yes       No
- (f) The use of appropriate experiences.  
 Yes       No
- 9.27 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
- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No
- 9.30 Are teaching loads reasonable?  
 Yes       No
- 9.38 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 the equivalent?  
 Yes       No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No

- 9.41 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)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No     Not applicable
- 9.43 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 the equivalent?  
 Yes     No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes     No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes     No

**GENERAL COMMENTS:**

Both faculty and students confirmed the increased emphasis on retention is having a positive impact.

**COMMENDATIONS:**

The facilities are in excellent condition and provide a positive learning environment.

**9. PROGRAM EVALUATION****Academic Associate's Degree in Graphic Design****Bachelor's Degree in Graphic Design: Major in Animation****Bachelor's Degree in Graphic Design: Major in Visual Communications**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes     No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Torelen Winbush is the program chair for the Graphic Design department. Mr. Winbush has been in this position since June 2013. Previously, he was an instructor at Westwood College in Houston, Texas for eight years. He holds a bachelor's degree in Liberal Arts from McNeese State University and a master's degree with a double concentration in Psychology and Art History from the University of St. Thomas. His previous professional experience includes working as a designer for Lagniappi Magazine and as an advertising manager/ creative director for Auchan Hypermarket where he supervised print design and photo shoots. Mr. Winbush holds professional memberships in AIGA (American Institute of Graphic Artists) and AAF (American Advertising Federation). He supervises one full-time instructor, Ms. Denise Johnson, and five part-time instructors; he plans to teach at least one course per semester in the future.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes     No

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The Greater Metropolitan Chicago area provides many opportunities for graphic design, animation, and visual communication arts' students. The program utilizes guest speakers and field trips, which provide association with high profile world class art, design, and corporate and entertainment design venues. The internationally recognized Chicago Institute of Art and Museum offers students special exhibits and art history programs in close proximity to the campus. The department's PAC (Program Advisory Committee) meets twice a year and is made up of local design professionals of various backgrounds and experience. Students have formed a Design Club that meets once a month to network and exchange design information. Once a year, the campus sponsors Design Week where several guest speakers in the commercial design field come to the campus. Also, the campus hosts the Annual Portfolio Showcase reception where professionals come to review and critique student work.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:  
 (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes       No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes       No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls, by program, was attempted:

Academic associate's degree in Graphic Design - 4

Bachelor's degree in Graphic Design/Animation - 2

Bachelor's degree in Graphic Design/Visual Communications - 4

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Graphic Design - 3

Bachelor's degree in Graphic Design/Animation - 0

Bachelor's degree in Graphic Design/Visual Communications - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The successful three calls for the academic associate's degree in Graphic Design and two successful calls of the Graphic Design/Visual Communications confirmed the employment of the graduates as reported on the 2013 CAR.

The two attempted calls for the bachelor's degree in Graphic Design/Animation program did not confirm the employment of the graduates as listed on the 2013 CAR.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Sec. 3-1-303(a)):** The team was unable to verify the placement rate reported on the 2013 CAR. The following Graphic Design/Animation graduates are misclassified as placed in field; they should be classified as placed out of field:

- Mr. Carl Davis-Bey who obtained a bachelor's degree in Graphic Design/Animation in May 2013 was placed as a shoe sales associate at Kohl's Department store and misclassified as placed in field.
- Mr. Ryan Zaraecki who graduated with a bachelor's degree in Graphic Design/Animation in October 2012 was placed as a security officer for Guardian Security Company and misclassified as placed in field.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team was presented with evidence of graded design projects and corresponding recording of grades on grade sheets.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

9.27 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

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

Yes  No

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.38 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 the equivalent?  
 Yes  No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.41 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)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable
- 9.43 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 the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

**GENERAL COMMENTS:**

The team found the staff and students at the campus to be very helpful and energetic during team's visit. The design and artwork of the students displayed on the walls was of high quality, thus reflecting on the excellent instruction and professional world preparation of the students.

**9. PROGRAM EVALUATION****Bachelor's Degree in Criminal Justice: Major in Administration**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Latrice Mosley-Smith, Criminal Justice program chair, holds a master's degree in Criminal Justice from Chicago State University and a bachelor's degree in Sociology from Illinois State University. She is currently working on a second master's degree in Public Administration from Roosevelt University. She started as an adjunct instructor with Westwood Loop College in 2009 and was promoted to lead instructor, assistant program chair, then to program chair. She worked as a U.S. Probation Officer for 12 years prior to joining Westwood College.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The program has offered field trips to the Leighton Criminal Courts, a visit to the Judge Mathis Show, Federal Courts of Chicago, Adler School of Professional Psychology to observe mental health issues, Cook County Juvenile Court, and the Chicago Police Department. They also visited China Town and a local African American restaurant to learn about cultural diversity. In addition, they were given the opportunity to view two films at a local theater relevant to the constitution and police brutality. They had one guest speaker, Ms. Lovely Carter, who is an immigration specialist with the Department of Labor.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 14 calls attempted.

How many calls to employers or graduates were successful?

There were 5 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were 3 successful calls that confirmed the employment of the graduates as reported on the 2013 CAR.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate as reported on the 2013 CAR. The following Criminal Justice students are misclassified as being placed in field; they should be classified as placed out of field:

- Ms. Demetrice Burke is a graduate of the bachelor's degree in Criminal Justice: Major in Administration and is currently employed as a bus driver for R&D Bus Company and is misclassified as placed in field
- Ms. Tamika Fondern is a graduate of the bachelor's degree in Criminal Justice: Major in Administration and was employed as a temporary receiving associate at Walmart for the holiday season and is misclassified as placed in field.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The college provided a binder containing samples of graded out-of-class work for each Criminal Justice course. This included multiple choice chapter reviews, essays, research papers, and Power Point presentations.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

9.27 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

- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.43 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 the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

**COMMENDATIONS:**

The program chair, Ms. Latrese Mosley Smith, is impressive in her ability to provide a detailed plan for improving retention and theories on why retention has been an issue for this program. She understands each student and is passionate about their academic success. The students who were interviewed confirmed her dedication to their success.

**9. PROGRAM EVALUATION****Academic Associate's Degree in Information and Network Technologies****Bachelor's Degree in Information and Network Technologies: Major in Network Management****Bachelor's Degree in Information and Network Technologies: Major in Systems Security**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Dr. Zeytinoglu is assigned to administer the academic programs. As previously noted, Dr. Zeytinoglu holds a bachelor's in Engineering from the Technical University of Istanbul, a master's in Mechanical Engineering from Wichita State University, and a doctoral degree in Engineering from Wichita State University. His experiential qualifications include employment at Rubino & Mesia Engineers as a structural engineer, and at Harza Engineering Company as a project engineer.

Mr. Sameer Saba is assigned as the lead instructor for these programs. Mr. Saba holds a master's degree in Information System Management from Keller Graduate School of Management, and is a Cisco Certified Academy Instructor (CCAI) and a Cisco

Certified Network Associate (CCNA) by the Cisco Corporation. He holds A+ and Security+ certifications from CompTIA, and Microsoft Certified + Internet certification from the Microsoft Corporation. Mr. Saba's experiential qualifications include network administration with Century 21 SGR, Incorporated, network engineering with SofTech Institute, and employment as a technology specialist with Von Steuben Metropolitan Science Center.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

- 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 section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The associate's in Information and Network Technology and bachelor's of Systems Security programs had fewer than 10 students and therefore a plan is not applicable. These questions only pertain to the bachelor's in Network Management program.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 These programs utilize a program advisory committee (PAC) consisting of local industry professionals who provide recommendations and feedback on the needs of local industry. The team found evidence of a PAC meeting held on 11/15/2013, where attendees discussed entry level skills required for employment, among other topics. In addition, Westwood hosts a Westwood College IT Club, whose goals include providing students with access to software, hardware and networking workshops, doing volunteer work in the local community and participating in field trips relevant to the IT field. Additional documentation was provided to the team showing students have participated in various field trips.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, 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 any given class and provide an increasing level of difficulty as the student progresses in the program. Specifically, the course ITCS100, Introduction to Information Technology, a survey course that includes a broad introduction to "hardware, operating systems, software, data and an overview of the use of information technology in organizations," according to the course catalog, was taken by some students after they had completed significantly more advanced courses, such as ITCS102, Desktop Hardware; ITCS103, Desktop Operating Systems; ITCS105, Linux Operating Systems; and ITCS202, Microsoft Network Operating Systems.

The course description for ITCS100, Introduction to Information Technology states that the "course provides an introduction to information technology. Topics include an introduction to hardware, operating systems, software, data, and an overview of the use of information technology in organizations. Upon successful completion of this course, students will be able to identify hardware, operating system, software, and data components in a technology system." The syllabus also identifies some of the following outcomes for the course, "identify components of a basic client operating system; identify roles of clients, servers, routers, and switches; describe the business aspects of networking." Skills students will acquire from the course include "install[ing] a basic workstation operating system; format[ing] and partition[ing] a hard drive; configur[ing] a network connection; install[ing] software; and evaluat[ing] how knowledge, skills, and attitudes learned in this course apply to your chosen career."

These outcomes and skills are covered in more depth in other required courses; therefore, taking ITCS100 after the more advanced courses does not "provide an increasing level of difficulty as the student progresses" as required by the *Criteria*. For example, outcomes listed for ITCS102, Desktop Hardware include identifying basic tools and procedures for troubleshooting personal computers and performing maintenance on them. Outcomes for ITCS103, Desktop Operating Systems includes evaluating, installing, configuring, optimizing and securing Windows operating systems, performing maintenance on operating systems, and configuring personal computer network protocols and services. Outcomes for ITCS105, Linux Operating Systems include executing Linux commands, and managing processes using system administration utilities. Outcomes for ITCS202, Microsoft Network Operating Systems include installing Windows Server, configuring Windows server, managing users, computers, and groups in a Windows Server environment and maintaining a Windows Server environment.

The team reviewed one student file in each of the following programs: associate's in Information and Network Technologies, bachelor's in Network Management, and bachelor's in Systems Security. A student in the bachelor's of Network Management, Mr. Fred Holman, according to transcripts reviewed by the team, took the following courses prior to ITCS100: NW106, Desktop Computing; NW105, Linux Operating Systems; NW110, Network Essentials; NW202, Microsoft Network Operating Systems; ITCS205, Advanced System Administration with Directory Services; ITNW250, Routing Protocols and Concepts; ITNW260, LAN Switching; and ITNW270, WAN Technologies. The transcript for Mr. Jerome Cushmeer, a student in the bachelor's of Systems Security, shows the student took the following courses prior to taking ITCS100: NW105, Linux Operating Systems; NW110, Network Essentials; NW222, Linux Systems Administration; ITNW250, Routing Protocols and Concepts; ITNW260, LAN Switching; and ITNW270, WAN Technologies. The transcript for Mr. Jake Johnson De Jesus, a student in the associate's in Information and Networking Technology, shows the student took the following courses prior to ITCS100: NW105, Linux Operating Systems; NW106, Desktop Computing; NW110, Networking Essentials; NW222, Linux Systems Administration; ITNW250, Routing Protocols and Concepts; ITCS202, Microsoft Network Operating System; ITNW260, LAN Switching; ITCS205, Advanced System Administration with Directory Services; and ITNW270, WAN Technologies.

ITCS100, Introduction to Information Technology should be taken prior to a majority of the courses in the three IT programs, to accomplish its goal of providing students with a broad overview of the field of information technology. The fact that ITCS100 is offered as an elective does not alleviate the fact students are taking courses that do not provide an increasing level of difficulty as the student progresses in their program.

- 9.16 Is an appropriately detailed syllabus on file for each course that includes:

- (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls, by program, was attempted:

Academic associate's degree in Information and Network Technologies - 1

Bachelor's degree in Network Management - 7

Bachelor's degree in Systems Security - 3

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Information and Network Technologies - 1

Bachelor's degree in Network Management - 4

Bachelor's degree in Systems Security - 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of successful calls, by program, confirmed the employment of the graduates as reported on the 2013 CAR:

Academic associate's degree Information and Network Technologies - 1

Bachelor's degree in Network Management - 3

Bachelor's degree in Systems Security - 1

Ms. Ciara Jackson, Network Management program graduate, informed the team her position as a machine operator at the Dakkota Integrated Systems was a job she had prior to her education at Westwood, and that her job did not require any of the skills she had gained while pursuing her degree at Westwood.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate as reported on the 2013 CAR. The following bachelor's in Network Management program student, Ms. Ciara Jackson, was listed on the 2013 CAR as being placed in field, although she was placed out of field. Ms. Ciara Jackson works as an overhead operator for Dakkota Integrated System at 12519 South Burley Avenue in Chicago. The graduate stated the skills she acquired at Westwood College were not used in her position to assemble auto parts.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team was provided with graded homework samples from students for each of the programs.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

9.27 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

- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.38 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 the equivalent?  
 Yes  No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.41 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)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable
- 9.43 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 the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

**COMMENDATIONS:**

Students interviewed by the team praised the program and the instructors; they felt they were being well-prepared for careers in the information technology industry.

The team commends Dr. Zeytinoglu and Mr. Saba for their excellent work in training students for the information technology industry.

## 9. PROGRAM EVALUATION

### Diploma in Medical Assisting

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Monique Cannon is currently the program chair for the Medical Assisting program. Ms. Cannon started with Westwood College July 2012 as the chair. Prior to Ms. Cannon's employment with Westwood, she worked at various universities and colleges for 13 years as an instructor and an externship coordinator for Medical Assisting programs, and for 2 years managing alumni affairs. Ms. Cannon holds a diploma in Medical Assisting from Aristotle Medical College, a bachelor's degree in Business Administration from Trine University, and a master's in Business from Indiana Wesleyan University.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Students and faculty from the Medical Assisting program participate in a myriad of activities, which include field trips to local medical offices, healthcare fairs, and volunteer work. Guest speakers from the American Medical Technologist Association come to the campus to present on topics related to healthcare once every quarter, and encourage students to participate in volunteer work around the city. Students also participate in cancer walks for leukemia, Alzheimer's and breast cancer. The students take great pride in becoming one of the first to implement and maintain 'Inspiration Cafe,' a club that raises cancer awareness, feeds the homeless, conducts blood drives, and collects canned food and clothing for the poor, especially during the holiday season. Finally, students participate in an externship program which enhances their learning and academic success by reinforcing the necessary skills, knowledge, and expertise they will need to succeed.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No

- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No

- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

No graduates were reported on the 2013 CAR.

- 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes       No       Not Applicable

- 9.21 Does the campus participate in Title IV financial aid?  
 Yes       No (*Skip to question 9.24*)

- 9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes       No       Not Applicable (Clock hour programs only)

- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes       No       Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team interviewed students and faculty, and reviewed course syllabi to verify out-of-class work that students and faculty made available to the team, including homework assignments.

- 9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

- 9.27 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

- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes  No
- 9.32 What is the current student/teacher ratio?  
The current student/teacher ratio is 20:1.
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes  No

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	Section 3-1-303(a)	Several students are misclassified on the 2013 CAR (pages 25, 28, 32, 37, 41, and 46).
2	Section 3-1-111	The CEP does not contain adequate analysis of learning outcomes (page 4).
3	Section 3-1-513(b)	The pre-requisite system does not insure a proper sequence of courses for one program (page 44).
4	Section 3-1-513(a)	The independent study policy is not being followed for one student (page 24).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

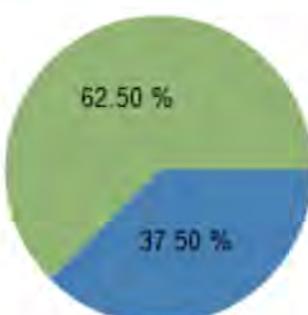
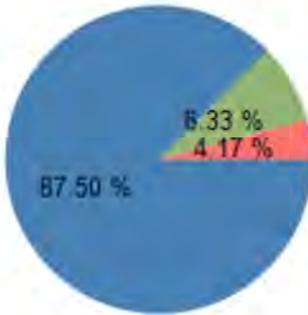
### Bachelor's Degree in Business Administration: Major in Healthcare Administration Program

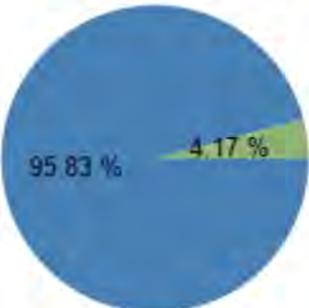
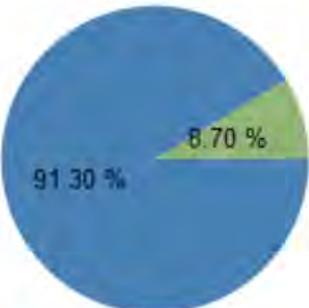
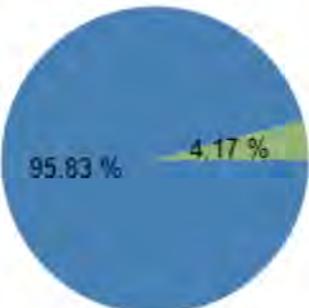
- That the Healthcare program implements and it students participate in more community resources, which will enable them to better understand how the healthcare sector works through real life experiences. In addition, students will be able to network more efficiently, creating a higher placement rate in their related field.

### Graphic Design Program

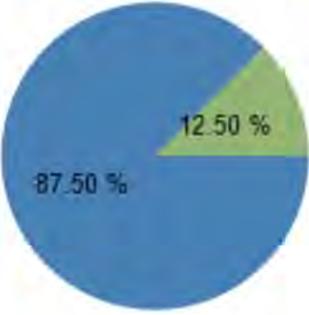
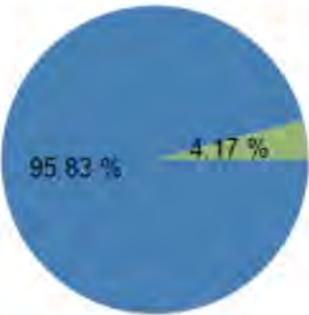
- That the administrators consider adding to the number of color printers to make them more accessible to students in order to expedite and upgrade the quality of their graphic design work.

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 programs.

Personify Id	Survey Question	Category	Count	
00020658				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	9	
		No	15	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	21	
		No	2	
		N/A	1	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	24	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	Yes	24	 <p>100.00 %</p> <p>Yes</p>		
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	Yes	23	No	1	 <p>95.83 %</p> <p>4.17 %</p> <p>Yes No</p>
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	Yes	21	No	2	 <p>91.30 %</p> <p>8.70 %</p> <p>Yes No</p>
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	Yes	23	No	1	 <p>95.83 %</p> <p>4.17 %</p> <p>Yes No</p>

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	22	No	1	<p>A pie chart showing the distribution of responses for question 2.4. The chart is divided into two segments: a large blue segment representing 'Yes' at 95.65% and a small green segment representing 'No' at 4.35%. A legend to the right of the chart shows a blue square for 'Yes' and a green square for 'No'.</p>		
Yes	22								
No	1								
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	24	No	0	N/A	0	<p>A pie chart showing the distribution of responses for question 3.1. The chart is a single solid blue circle representing 'Yes' at 100.00%. A legend to the right of the chart shows a blue square for 'Yes'.</p>
Yes	24								
No	0								
N/A	0								
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>21</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	21	No	2	N/A	1	<p>A pie chart showing the distribution of responses for question 3.2. The chart is divided into three segments: a large blue segment for 'Yes' at 87.50%, a green segment for 'No' at 8.33%, and a red segment for 'N/A' at 4.17%. A legend to the right of the chart shows a blue square for 'Yes', a green square for 'No', and a red square for 'N/A'.</p>
Yes	21								
No	2								
N/A	1								
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	22	No	1	N/A	1	<p>A pie chart showing the distribution of responses for question 3.3. The chart is divided into three segments: a large blue segment for 'Yes' at 91.67%, a green segment for 'No' at 4.17%, and a red segment for 'N/A' at 4.17%. A legend to the right of the chart shows a blue square for 'Yes', a green square for 'No', and a red square for 'N/A'.</p>
Yes	22								
No	1								
N/A	1								

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	24	No	0	 <p>100.00 %</p>		
Yes	24								
No	0								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	24	No	0	 <p>100.00 %</p>		
Yes	24								
No	0								
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>21</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	21	No	3	N/A	0	 <p>87.50 % 12.50 %</p>
Yes	21								
No	3								
N/A	0								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>23</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	23	No	1	 <p>95.83 % 4.17 %</p>		
Yes	23								
No	1								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	22	No	1	<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 95.65% and a small green slice representing 4.35%.</p>
Yes	22						
No	1						
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>24</td> </tr> </table>	Disagree	0	Agree	24	<p>A pie chart with a legend. The legend shows a blue square for 'Agree'. The chart shows a single blue slice representing 100.00%.</p>
Disagree	0						
Agree	24						
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>1</td> </tr> <tr> <td>Agree</td> <td>23</td> </tr> </table>	Disagree	1	Agree	23	<p>A pie chart with a legend. The legend shows a green square for 'Disagree' and a blue square for 'Agree'. The chart shows a large blue slice representing 95.83% and a small green slice representing 4.17%.</p>
Disagree	1						
Agree	23						



## NEW GRANT VISIT REPORT

### WESTWOOD COLLEGE CHICAGO LOOP

1 North State Street, Suite 1000

Chicago, IL 60602

ACICS ID Code: 00020658

Mr. Bruce McKenize, Co-Campus President (BMcKenzie@westwood.edu))  
20658@westwood.edu

### MAIN CAMPUS

### WESTWOOD COLLEGE LOS ANGELES

3250 Wilshire Boulevard, Suite 400

Los Angeles, CA 90210

ACICS ID Code: 00011142

January 23-24, 2014

Mr. Burton S. Kaliski	Chair	Southern New Hampshire University (retired)	Manchester, NH
Ms. Darlene Minore	Student-Relations Specialist	Minore Educational Services	Bainbridge Island, WA
Ms. Mary Gail Rhodes Lowery	Educational Activities and Library Specialist	Alabama Department of Education (retired)	Gatlinburg, TN
Mr Jack R. Jones	Business Administration Accounting and Marketing Specialist	CCI, Corinthian College, Inc. (retired)	Palm Harbor, FL
Ms. Shannon Lea O'Keefe	Business Administration Health Management and Medical Assisting Specialist	World Education University	Murrieta, CA
Mr. Terry A. Owens	Construction Management and Computer Aided Design and Drafting Specialist	Southern Illinois University (retired)	Carbondale, IL
Mr. Barry Phillips	Graphic Design Animation and Visual Communication Specialist	Art Director/Designer, CBS, NBC, PBS	Burleson, TX
Ms. Teresa Lea Hottle	Criminal Justice Specialist	Lincoln College of Technology	Tipp City, OH
Mr. Eli T. Hoehn	Information and Network Technology Security and Networking Specialist	Brown College (retired)	Saint Peter, MN
Mr. Chad Hartman	Senior Accreditation Coordinator	ACICS	Washington, DC

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

**PROGRAMS OFFERED BY  
WESTWOOD COLLEGE CHICAGO LOOP CAMPUS  
CHICAGO, ILLINOIS**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Accounting*	180	2/0	33.33%	100%	45%	n/a
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Healthcare Management	180	30/1	52.70%	83%	51.38%	66.67%
Bachelor of Applied Science	Bachelor's	Business Administration: Major in Marketing Management	180	42/3	50.41%	83%	54%	88.89%
Bachelor of Applied Science	Bachelor's	Construction Management	180	15/5	63.79%	100%	66.67%	76.92%
Associate of Applied Science	Academic Associate's	Construction Management	90	27/3	45.45%	100%	n/a	n/a
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Animation*	180	0/1	71%	67%	84.21%	66.67%
Bachelor of Applied Science	Bachelor's	Graphic Design: Major in Visual Communications	180	10/1	92%	100%	63.83%	77.78%
Associate of Applied Science	Academic Associate's	Computer Aided Design/Architectural Drafting	90	9/1	47.22%	100%	61.22%	80%
Associate of Applied Science	Academic Associate's	Graphic Design	90	28/4	65%	80%	70%	100%
Bachelor of Applied Science	Bachelor's	Criminal Justice: Major in Administration	180	89/8	57.44%	64%	48.02%	59.32%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Network Management	180	11/5	74%	70%	61%	60%
Bachelor of Applied Science	Bachelor's	Information and Network Technologies: Major in Systems Security	180	8/1	88%	60%	47.83%	42.86%
Associate of Applied Science	Academic Associate's	Information and Network Technologies	90	28/4	54.55%	50%	46%	0%
Diploma	Diploma	Medical Assisting	69.5	87/10	51.23%	n/a	100%	n/a
<b>TOTAL ENROLLMENT</b>			<b>433</b>					

Notes: \*Program is currently being taught out.

## INTRODUCTION

The Westwood College Chicago Loop Campus began enrolling students in 2003 in its associate's degree programs, extended to bachelor's degree programs, and in 2012 added a diploma program in Medical Assisting. The campus has a consortium agreement with Westwood College Online, permitting students to enroll in online courses. In 2012 the campus introduced its Career Advantage Program in which all courses were modified to 4.5 quarter credit hours to enable ease of transferability of credits to other institutions.

The student body at the campus is comprised of 63% bachelor's degree students, 18% associate's degree, and 19% diploma. The average age of the students is 29 years, with a gender breakdown of 57% female and 43% male. Two thirds of the students attend class in the day and 1/3 in the evening. The ethnic composition of the campus is 57% African-American, 1% Asian, 5% Hispanic, 6% White Non-Hispanic, 1% American Indian or Alaska Native, 5% two or more races, and 25% not specified. There are significant socioeconomic indicators among the students; 34% of the students live in Chicago neighborhood communities that are ranked below the federal poverty level and rank high in the Federal Hardship Index. While the statistical correlation between these indicators and grades, attendance, and retention has not been calculated, there appears to be a connection among these variables.

The campus has recently gone through challenging times, documented by the number of retention and placement statistics that are below ACICS criteria. They are in the process of attending to these areas, most notably indicated by the hiring of a new academic dean in 2013. A significant charge to the dean is to increase retention through many proactive efforts and it appears that the academic and administrative structure of the campus is headed this way. Two major concerns that were observed by the team were a very minimal use of student learning outcomes, though the campus is working on improving this area, and several misclassified in field placements on the 2013 CAR.

The campus was well prepared for the visit, housed the team in a very satisfactory working area, and attended to the team's needs in a friendly and collegial manner.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement can be found on page 8 of the Westwood College 2014 Academic Catalog Illinois.
- 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 and understandable to the public?  
 Yes  No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes  No
- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes  No
- 1.08 If the campus is an additional location, does the additional location 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 five required elements evaluated in the CEP?

(a) Student retention.

Yes       No

(b) Student placement.

Yes       No       Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes       No       Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes       No       Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes       No

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

**(Section 3-1-111):** The campus uses only course grades and attendance as student learning outcome measures. These measures are not sufficient to assess specific content learning for a course. Student learning outcomes provide data to support learning has occurred and may include such items as course grades, GPAs, CGPAs, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure examinations and other measures of skill and competency attainment. The campus is planning to implement such items in the CEP relative to outcome measures; however, they are not in place.

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

Student learning outcomes measures used by the campus are course grades and attendance. They are reported course by course leading to a judgment of the effectiveness of each of the courses and their instructors. There are no student learning outcomes in place that relate directly to the content of courses or programs.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes       No       Not Applicable

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

Yes       No       Not Applicable

(c) How the data was collected.

Yes       No       Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes       No       Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes       No       Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes       No       Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

There are many activities being initiated by the campus to meet placement and retention goals. Three initiatives relating to placement include the following: (1) helping the student to realize that he or she has a part in the placement process in terms of applying all of the steps learned in courses to their ultimate job placement; (2) stressing mock interviews in several places in the curriculum; and (3) increasing the number of potential employers who visit the campus.

Three initiatives relating to retention goals include the following: (1) implementing an outreach program called Life Savers in which students who miss classes are contacted and counseled on a routine basis; (2) increasing the role of program chairs in relation to student retention, with the chairs presenting upfront expectations of the curriculum to incoming students and meeting with the students for advising on a regular basis; and (3) implementing a 30-day free trial program in which a student is able to attend classes for 30 days at no cost to see if he or she wants to continue in the program.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes  No

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

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The campus president, Ms. Kelly Moore, is responsible for implementing and monitoring the CEP. Ms. Moore has served as campus president at Westwood College since 2003 and spent the prior four years in upper administration roles in other proprietary settings. She holds a bachelor's degree in History from DePaul University, a certificate in Paralegal from Roosevelt University, and a master's degree in Public Service from DePaul University. Ms. Moore is on leave in order to complete her doctorate degree. She is expected to return in April 2014.

In her absence, Mr. Bruce McKenzie is serving as interim president and shares responsibility for the CEP with Ms. Elizabeth Gilbertson, academic dean. Mr. McKenzie began this position in December 2013. Prior to this, he was the president of another Westwood campus in the Chicago area for 12 years. He had an extensive career in the insurance industry before entering the education field. Mr. McKenzie holds an associate's degree in Liberal Arts from Wright College of the Chicago City College and a bachelor's degree in Psychology from the University of Wisconsin-Stout. Ms. Gilbertson has been the academic dean for the past six months. Prior to this position, she was a dean of education at a proprietary school, an education director at a correctional institution, and has served as an instructor in the U.S. Army reserves for nearly two decades. She holds a bachelor's degree in Management from Ottawa University and a master's degree in Instructional Technology from American Intercontinental University.

There is a CEP committee comprised of student support, career services, admissions, and financial aid administrators, and the registrar, librarian, and program chairs.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes  No  Not Applicable (new additional location or initial applicant only)

## 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 Does the campus:

(a) Adequately train its employees?

Yes  No

(b) Provide them with constant and proper supervision?

- Yes       No  
 (c) Evaluate their work?  
 Yes       No

2.03 Is the administration of the campus efficient and effective?

- Yes       No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

- Yes       No

(b) Know the person to whom they report?

- Yes       No

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

- Yes       No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

- Yes       No

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

- Yes       No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

- Yes       No

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?

The campus president, Ms. Moore, is responsible for financial oversight of the campus. As previously noted she has been the campus president since 2003 and has four years of experience in upper administrative roles at other institutions. Ms. Moore holds a bachelor's degree in History from DePaul University in Chicago, a certificate in Paralegal from Roosevelt University, and a master's degree in Public Service from DePaul University. She is currently on leave to complete her doctoral degree and is expected to return in April 2014.

As previously noted, in Ms. Moore's absence, Mr. McKenzie is serving as interim president. Mr. McKenzie began this position in December 2013. Prior to this, he was the president of another Westwood campus in the Chicago area for 12 years. He holds an associate's degree in Liberal Arts from Wright College of the Chicago City College and a bachelor's degree in Psychology from the University of Wisconsin- Stout.

### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

- Yes       No

3.02 Are all staff well trained to carry out administrative functions?

- Yes       No

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

The campus president, Ms. Kelly Moore, is the on-site administrator. As previously noted she has been the campus president since 2003 and has four years of experience in upper administrative roles at other institutions. Ms. Moore holds a bachelor's degree in History from DePaul University in Chicago, a certificate in Paralegal from Roosevelt University, and a master's degree in Public Service from DePaul University. She is currently on leave to complete her doctoral degree and is expected to return in April 2014.

As previously noted, in Ms. Moore's absence, Mr. McKenzie is serving as interim president. Mr. McKenzie began this position in December 2013. Prior to this, he was the president of another Westwood campus in the Chicago area for 12 years. He holds an associate's degree in Liberal Arts from Wright College of the Chicago City College and a bachelor's degree in Psychology from the University of Wisconsin- Stout.

3.04 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

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes  No  Not Applicable (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

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

Yes  No (Skip to Question 3.11.)

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

3.13 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

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

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

3.16 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

#### COMMENDATIONS:

The academic dean, Ms. Gilbertson, is to be commended for her clear intent to lead the academic programs toward improved retention rates. She is passionate about this goal and has surrounded herself with a most capable group of program chairs and faculty to achieve this outcome. All of the faculty who were interviewed by the team spoke highly of her work.

## 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
Thirty-three files of matriculated, graduated and withdrawn students were reviewed during the evaluation.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence 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)?  
 Yes  No
- 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
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
Mr. Gus Pyroulis, director of admissions, is responsible for the oversight of student recruitment. He holds a bachelor's degree in Communication from the University of Illinois. Mr. Pyroulis worked in sales before joining Westwood's administrative team in 2000.
- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

The director of admissions for the campus discussed in detail the recruitment procedures, shared admissions forms, training manuals, and the supervisory process for the admissions representatives. Based on this conversation and observation, the team was able to determine the recruiting process is ethical and compatible with the educational objectives for this campus.

- 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
- 4.13 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes       No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes       No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes       No       Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes       No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes       No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes       No       Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes       No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes       No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)
- If Yes, has the campus published a list of institutions with which it has established the agreements?  
 Yes       No
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?  
 Yes       No
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes       No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 47-51 of the Westwood College 2014 Academic Catalog for Illinois.

- 4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)
- Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)
- A warning status.  
 Yes  No  Not Applicable (campus does not use)
- A probationary period.  
 Yes  No
- An appeal process.  
 Yes  No
- An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)
- The effect when a student changes programs.  
 Yes  No  Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (campus only offers one credential)
- The implications of transfer credit.  
 Yes  No
- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes  No
- 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% 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?  
 Yes  No  Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 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 status?  
 Yes  No  Not Applicable (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, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes  No
- 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 (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (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)
- 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. Gilbertson, academic dean, is responsible for the administration of satisfactory academic progress. As previously stated, she holds a bachelor's degree in Management from Ottawa University and a master's degree in Instructional Technology from American Intercontinental University. Prior to joining the Westwood Chicago Loop Campus in 2013, Ms. Gilbertson worked as adjunct instructor, education director and the dean of education for various proprietary schools.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 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 Question 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 (campus has not changed tuition or fees)
- 4.46 Is the campus' 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 Is the campus following its stated refund policy?  
 Yes     No
- 4.49 Does the campus participate in Title IV financial aid?  
 Yes     No (*Skip to question 4.57*)
- 4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?  
 Ms. Joan Malatesta, director of student finance, is responsible for the on-site administration of student financial aid. She holds a bachelor's degree in Elementary Education from the University of Illinois and a master's degree in Business Administration from Northwestern Illinois University. Ms. Malatesta has worked as a campus president and directed finance departments at proprietary schools prior to joining the administrative team at Westwood College in 2008.
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes     No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes     No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes     No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 Ms. Malatesta is a member of the Illinois Association of Student Financial Aid Administrators (IIASFAA) and the National Association of Student Financial Aid Administrators (NASFAA). She attends the IIASFAA meetings twice annually where she attends workshops to stay current with regulation and policy changes in financial aid. Additionally, Ms. Malatesta attends trainings offered by the cooperate office, webinars and USAAFunds.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes       No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes       No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes       No (*Skip to question 4.58.*)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Student services offered by the campus include the following activities: structured tutoring, academic counseling, personal counseling referrals on a case-by-case basis, an extensive student orientation entitled "Day One Graduation Road Map to Success," employment preparation that begins at the first term of enrollment, and life-time employment assistance. Of particular note is the ability of students to submit a confidential request for assistance and a customized resource/referral form. The school has worked with the Chicago Transit Authority for bus and train passes and with Comcast for free internet access at students' homes.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes       No       Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Natasha Russell, director of campus operations, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in Interpersonal Communication from Monmouth College and a master's degree in Communication from Northern Illinois University. Ms. Russell has extensive experience working as an instructor and in student services for career colleges before joining the Westwood College administrative team in May 2011.

4.61 Does the campus offer employment assistance to all students?

Yes       No       Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes       No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 508

The ending enrollment reported on the previous year's CAR is 508

4.64 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

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The process the campus utilizes to ensure students are counseled concerning their student loan repayment obligations are scheduled one-to-one counseling sessions 30 days before graduation to complete the on-line Federal Student Loan Program's exit loan counseling module. Students are directed to contact the company, Student Loan Solutions, for repayment guidance and budget counseling, and students who withdraw are mailed a letter that outlines their repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).

The campus has extensive organized activities. There is a business club and a criminal justice club. Each club sponsors a weekly food event and uses the profits to donate to a charitable organization in the community. There is a national chartered chapter of the Toastmasters organization. A newly implemented Student Ambassadors organization allows students with

excellent grades and attendance to represent the school. There are school-wide events to promote school spirit and community such as softball and basketball games.

## 5. EDUCATIONAL ACTIVITIES

- 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?  
 Ms. Gilbertson, academic dean, is responsible for the academic integrity of all programs offered at the campus. As previously stated, Ms. Gilbertson holds a bachelor's degree in Management from Ottawa University and a master's degree in Instructional Technology from American Intercontinental University. She has over nine years of experience in higher education across a broad spectrum of positions that include adjunct faculty, education director, and academic dean and progressed to the academic dean position at the campus in July 2013.
- Ms. Gilbertson is assisted by program chairs and the general education chair, Mr. Torelen Winbush. Mr. Winbush has a bachelor's degree in Liberal Arts from the University of St. Thomas and a master's degree in Liberal Arts from McNeese State University. He has been with Westwood Colleges since 2005 and manages all program-related functions in general education.
- 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 academic dean is ultimately responsible for the development, administration, and academic integrity of the programs offered on the campus. The dean is supported by program chairs who share the responsibilities of curriculum management, development, and evaluation of each program. A review of the each program chair's signed data sheet and the class schedules indicate 100% of their time is allocated to the administration of each program.
- 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 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 question 5.10)

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes  No (*Skip to question 5.14*)
- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes  No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes  No
- 5.16 What provisions are made for individual differences among students?  
 Faculty members are encouraged through in-service training to use a variety of teaching styles and methods to accommodate diverse learning styles. General education students are required to enroll in four foundation courses in English, math, career management/success strategies, and critical thinking skills. Student performance is closely monitored during their first three terms of enrollment. Weekly retention meetings are held in each department to identify those students in need of assistance. Students performing below average are encouraged to attend tutoring sessions with faculty and peers. Faculty members work individually with those students who are excelling in subject matter by providing challenging assignments to advance their knowledge base. The campus facilities are made available to students six days per week. These facilities allow students access to computer labs, a learning commons area in the library, access to faculty, and a study room.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 The need for curriculum change is determined through analysis of interaction from faculty design teams, program advisory boards, and feedback from student, employer and graduate surveys. Suggestions for improvement are forwarded to the corporate's central academic affairs department for review and evaluated for any necessary revisions. Supplemental work may be added to curricula if time is available during the instruction module.
- 5.18 Does the faculty participate in this process?  
 Yes  No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes  No  Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- 5.22 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, skip to 5.22*)
- (a) Facilities.  
 Yes  No
- (b) Instructional equipment.  
 Yes  No
- (c) Resources.  
 Yes  No
- (d) Personnel.  
 Yes  No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes  No

5.25 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

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

Yes  No

5.27 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) 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)

5.28 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 verified documentation of a systematic process of in-service training. The campus requires faculty participation in training focusing on teaching methodology concentrating on curriculum concepts, new theories and techniques of instruction, and educational media.

5.29 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

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes  No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes  No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes  No

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

Yes  No

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

Yes  No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes  No

5.38 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

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

Yes  No

5.40 Do the program's general education courses meet Council standards?

Yes  No

- 5.41 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

## 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).  
 The Westwood College Chicago Loop campus is located in leased facilities on the 10<sup>th</sup> floor of an office building in downtown Chicago. The campus occupies 47,000 square feet, which includes: 23 instructional classrooms, program specific labs and computer labs, administrative and faculty office space, an instructional resource center, and a snack area. The student body travels to campus via an extensive public transport system in Chicago. The campus is well-lit, with wide hallways, all of which are tastefully decorated.
- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize campus additions?  
 Yes  No
- 6.04 Are all facilities (including additional space and campus additions) 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 campus additions)?
- (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 (please include the year, number, and volume if appropriate)?  
 The team reviewed the 2014 Westwood College Illinois Academic Catalog and addendum volume 32-number 1 effective January 8, 2014.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
- 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 listing of all scholarships, grants, and/or loans offered.
- Yes       No       Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).
- Yes       No       Not Applicable (initial applicants only)

7.05 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

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

Yes  No

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

Yes  No  Not Applicable

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

Yes  No (*Skip to Question 7.07.*)

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)

7.07 Does the catalog contain an addendum/supplement?

Yes  No (*Skip to Question 7.08.*)

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

Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes  No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?  
 Yes  No

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 utilizing: print publications, the campus website, and radio and television ads.

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 (Skip to Question 7.14.)

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?  
 Yes  No

7.14 Does the campus utilize services funded by third parties?  
 Yes  No (Skip to Question 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 referenced in all advertising that mentions financial aid?  
 Yes  No  Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?  
 The institution publishes retention and graduation rates per campus.

Where is this information published and how frequently is this information being updated?  
 The information is published on the institution's website and is updated on an annual basis.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No

8.04 Are adequate staff provided to support the 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 librarian is constantly seeking information pertaining to resource materials from faculty, administrative staff, and curricula teams. The librarian assesses the student population, the types of degrees offered at the campus, and consults

professional review journals. This process ensures the campus fulfills its academic objective of having a well-balanced collection of instructional materials and resources for all programs offered.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

8.07 Is the campus' 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 year's library budget is \$ 22,536, which is designated for materials (\$6,960), electronic resources (\$15,276) and supplies (\$300).

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

At the time of the team's visit, the institution has spent approximately 30% of the \$6,960 budgeted for materials including books, reference materials, and periodicals and 100% of \$15,276 budgeted for electronic research.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes  No

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes  No

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

The campus requires new students to participate in library seminars during their first term of instruction in each program to promote resources. Syllabi reflected research project assignments through online, books and journals in general education and specific program areas offered at the campus.

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 Describe any full-text online collections available to students.

The campus' library offers full-text collections including ProQuest, LexisNexis, and EBooks for students in general education and program-specific areas.

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

- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
Ms. Heather Ayers is the on-site librarian. She holds a master's degree in Library and Information Science (MLIS) from Dominican University. Prior to working at the campus, she spent six years in various library positions in law, museum, special, and academic libraries.
- 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 campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) 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 (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 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- 8.24 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
- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes  No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes  No
- 8.27 Is there a current inventory of instructional resources?  
 Yes  No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes  No

**COMMENDATIONS:**

The librarian works closely with other Westwood campus librarians for continual guidance in the purchasing and utilization of current instructional resources, audiovisual teaching equipment, and instructional materials adequate to serve the needs of all educational programs offered by the campus.

**9. PROGRAM EVALUATION**

**Bachelor's Degree in Business Administration: Major in Accounting**

**Bachelor's Degree in Business Administration: Major in Marketing Management**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Lynda Brown serves as the program administrator for the Business Administration programs in Accounting, Marketing, and Healthcare Management. Ms. Brown is fully qualified to academically administer the Accounting and Marketing programs. Her background includes teaching and business experience; plus, a bachelor's degree in Criminal Justice from Florida International University, a master's in Business from Carlos Albrizu University and a master's degree in jurisprudence from Loyola University.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Students have participated in field trips to the Federal Reserve Bank, behind the scenes tours of restaurants and retail stores, and have had one entrepreneur as a guest speaker within the last academic year to enrich the programs.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  NA
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

Yes  No

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

**(Section 3-1-513(a)):** Not all independent studies are used appropriately. Specifically, Mr. Martell Malone, a bachelor's degree with an accounting major student, needs ACC310 to graduate this term. He is the sole student enrolled in ACC310, an on-ground course. Although the course is being taught as if it is an independent study, the campus has not classified it as such. The instructor indicated the class sessions may not be held for the full contact time/session; this was confirmed by the team while on-site when an ACC310 class session, which was scheduled to meet 12:00 p.m. to 4:00 p.m., ended at 1:40 p.m. Finally, there is no documentation to support the course is being taught as an independent study.

- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No

Mr. Martell Malone indicated that he has been required to take many of his upper division accounting courses online. As a result, his grades dropped from "A" to "D." Others stated exceptions to course sequencing and prerequisites are made if a student is within one or two courses of graduation. The campus policy is that unless there are five or more students eligible to take a course, the students are strongly encouraged to take the course online.

- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls, by program, was made:

Bachelor's degree in Business Administration/Accounting - 3

Bachelor's degree in Business Administration/Marketing - 17

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Bachelor's degree in Business Administration/Accounting - 0

Bachelor's degree in Business Administration/Marketing - 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were 3 successful calls to the employers/graduates of the bachelor's degree in Business Administration/Marketing program that confirmed the placement of the graduates as reported on the 2103 CAR.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate as reported on the 2013 CAR. The following graduates of the bachelor's degree in Business Administration/Marketing program were not confirmed as being placed in field as reported on the 2013 CAR:

- Mr. Jimmie Johnson could not be reached and was reported as a loss prevention supervisor at Village Discount Outlet. The company confirmed that he had been employed for one month as a security guard and was never employed as a loss prevention supervisor.
- Ms. Eboni Clayton was reported as a cashier at Sears. Sears would not confirm this graduate was an employee. The job title is also not indicative of placed in field for an individual with a bachelor's degree in Business Administration/Marketing
- Mr. Dupree Clark was reported as placed in field as a bus driver; this is a misclassified placed in field for a graduate with a bachelor's degree in Business Administration/Marketing.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Student research papers and tests are the primary methods used for evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

- Yes       No  
 (b) Well-defined instructional objectives.
- Yes       No  
 (c) The selection and use of appropriate and current learning materials.
- Yes       No  
 (d) Appropriate modes of instructional delivery.
- Yes       No  
 (e) The use of appropriate assessment strategies.
- Yes       No  
 (f) The use of appropriate experiences.
- Yes       No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes       No
- 9.43 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 the equivalent?  
 Yes       No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes       No

## 9. PROGRAM EVALUATION

### **Bachelor's Degree in Business Administration: Major in Healthcare Management**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Richard Clough is currently the lead faculty for the Healthcare Administration program. Mr. Clough started with Westwood College in July 2013, and was promoted to lead faculty in January 2014. Mr. Clough has an extensive background in healthcare administration and management, which consists of over 30 years as a chief operating officer, chief financial officer, and director of finance at Robinson Memorial Hospital. Mr. Clough holds an associate's degree in Accounting from Lorain County Community College, and a bachelor's and a master's degrees in Business Administration from Baldwin-Wallace University.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

Yes       No       Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Students and faculty participate in field trips to the Federal Reserve Bank and attend lectures and discussions involving business related topics.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes       No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes       No

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

Yes       No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.12 Does the program use independent studies?

Yes       No (*Skip to question 9.14*)

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

Yes       No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

Yes       No

9.16 Is an appropriately detailed syllabus on file for each course that includes:

(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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 5 calls attempted.

How many calls to employers or graduates were successful?

There were 4 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There was 1 successful call that confirmed the employment of the graduate as reported on the 2013 CAR.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate as reported on the 2013 CAR. The following Business Administration with a major in Healthcare Management students are misclassified as being placed in field; they should be classified as placed out of field:

- Ms. Chelsey Smith is reported as being placed in field while working with Appleone (a temporary placement agency) at Adecco as an Administrative Assistant, which she procured while attending Westwood College.
- Ms. Kenya Johnson who currently works as a Security Officer at Allied Barton, and has since 2009, before her enrollment with Westwood College.
- Ms. Ebonie Pearson who was employed as a student worker (Student Support Representative) for Westwood College during her enrollment at the campus, which was a temporary position, lasting five months after her graduation.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team interviewed students, faculty, and reviewed course syllabi to verify out-of-class work by students is being evaluated by faculty. Also, students who were interviewed by the team provided access to their homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

9.27 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

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

Yes       No

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

Yes       No

9.30 Are teaching loads reasonable?

Yes       No

9.43 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 the equivalent?

Yes       No

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes       No

9.45 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 (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes       No

9.47 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)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes       No

## 9. PROGRAM EVALUATION

### Academic Associate's Degree in Computer Aided Design/Architectural Drafting

### Academic Associate's Degree in Construction Management

### Bachelor's Degree in Construction Management

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

Yes       No (*Skip to question 9.02*)

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

Dr. Nuri Zeytinoglu is the program chair for both Computer Aided Design/Architectural Drafting and Construction Management. He holds a bachelor's degree in Mechanical Engineering from Technical University of Istanbul, a master's degree in Mechanical Engineering and a doctoral degree in Engineering, both from Wichita State University, and certification in Leadership in Energy and Environmental Design (LEED) from the Green Building Certification Institute. Dr. Zeytinoglu has 15 years of professional experience and 11 years of academic experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

Yes       No       Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:

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

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The community resources include a program advisory committee, guest lectures, and field trips. The team verified the utilization of these community resources through student interviews and support documentation. The advisory committee, which supports both the CAD and Construction Management programs, provides recommendations for curriculum development, job placement, and equipment and software acquisition. Field trips provide the opportunity to view examples and applications of topics discussed in the classroom. Guest lecturers reinforce subject matter, present industry trends, and provide job search recommendations.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes       No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes       No (*Skip to question 9.14*)
- 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes       No
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes       No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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

**For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:**

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls, by program, was made:

Academic associate's degree in Computer Aided Design/Architectural Drafting - 3

Academic associate's degree in Construction Management - 1

Bachelor's degree in Construction Management - 5

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Computer Aided Design/Architectural Drafting - 1

Academic associate's degree program in Construction Management - 0

Bachelor's degree in Construction Management - 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of successful calls, by program, confirmed the employment of the graduates as reported on the 2013 CAR:

Academic associate's degree in Computer Aided Design/Architectural Drafting - 1

Academic associate's degree in Construction Management - 0

Bachelor's degree in Construction Management - 2

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate as reported on the 2013 CAR. The following Construction Management students are misclassified as being placed in field; they should be classified as placed out of field:

- Ms. Surina Fields whose job title is Hair Stylist and is working for Hi Tech Hair
- Mr. Jason Perez whose job title is Optician and is working for Pearl Vision.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

All courses in these programs have assignments and projects that require in-class work during lab time and out-of-class homework. The syllabi identify the amount of homework time students are expected to spend on assignments and projects. Student interviews and a review of faculty electronic grade books document the evaluation of assignments and projects. Students have access to their individual grade information recorded in the faculty member's electronic grade book for the purpose of monitoring their performance in the class. In addition, graded samples of assignments and projects for all courses are kept in a binder.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

9.27 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

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

Yes  No

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

Yes  No

9.30 Are teaching loads reasonable?

Yes  No

9.38 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 the equivalent?

Yes  No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes  No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes  No

- 9.41 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)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No     Not applicable
- 9.43 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 the equivalent?  
 Yes     No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes     No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes     No

**GENERAL COMMENTS:**

Both faculty and students confirmed the increased emphasis on retention is having a positive impact.

**COMMENDATIONS:**

The facilities are in excellent condition and provide a positive learning environment.

**9. PROGRAM EVALUATION****Academic Associate's Degree in Graphic Design****Bachelor's Degree in Graphic Design: Major in Animation****Bachelor's Degree in Graphic Design: Major in Visual Communications**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes     No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Mr. Torelen Winbush is the program chair for the Graphic Design department. Mr. Winbush has been in this position since June 2013. Previously, he was an instructor at Westwood College in Houston, Texas for eight years. He holds a bachelor's degree in Liberal Arts from McNeese State University and a master's degree with a double concentration in Psychology and Art History from the University of St. Thomas. His previous professional experience includes working as a designer for Lagniappi Magazine and as an advertising manager/ creative director for Auchan Hypermarket where he supervised print design and photo shoots. Mr. Winbush holds professional memberships in AIGA (American Institute of Graphic Artists) and AAF (American Advertising Federation). He supervises one full-time instructor, Ms. Denise Johnson, and five part-time instructors; he plans to teach at least one course per semester in the future.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes     No

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The Greater Metropolitan Chicago area provides many opportunities for graphic design, animation, and visual communication arts' students. The program utilizes guest speakers and field trips, which provide association with high profile world class art, design, and corporate and entertainment design venues. The internationally recognized Chicago Institute of Art and Museum offers students special exhibits and art history programs in close proximity to the campus. The department's PAC (Program Advisory Committee) meets twice a year and is made up of local design professionals of various backgrounds and experience. Students have formed a Design Club that meets once a month to network and exchange design information. Once a year, the campus sponsors Design Week where several guest speakers in the commercial design field come to the campus. Also, the campus hosts the Annual Portfolio Showcase reception where professionals come to review and critique student work.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:  
 (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes     No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes     No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls, by program, was attempted:

Academic associate's degree in Graphic Design - 4

Bachelor's degree in Graphic Design/Animation - 2

Bachelor's degree in Graphic Design/Visual Communications - 4

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Graphic Design - 3

Bachelor's degree in Graphic Design/Animation - 0

Bachelor's degree in Graphic Design/Visual Communications - 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The successful three calls for the academic associate's degree in Graphic Design and two successful calls of the Graphic Design/Visual Communications confirmed the employment of the graduates as reported on the 2013 CAR.

The two attempted calls for the bachelor's degree in Graphic Design/Animation program did not confirm the employment of the graduates as listed on the 2013 CAR.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Sec. 3-1-303(a)):** The team was unable to verify the placement rate reported on the 2013 CAR. The following Graphic Design/Animation graduates are misclassified as placed in field; they should be classified as placed out of field:

- Mr. Carl Davis-Bey who obtained a bachelor's degree in Graphic Design/Animation in May 2013 was placed as a shoe sales associate at Kohl's Department store and misclassified as placed in field.
- Mr. Ryan Zaraecki who graduated with a bachelor's degree in Graphic Design/Animation in October 2012 was placed as a security officer for Guardian Security Company and misclassified as placed in field.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?  
 Yes       No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes       No       Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team was presented with evidence of graded design projects and corresponding recording of grades on grade sheets.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

9.27 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

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

Yes       No

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.38 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 the equivalent?  
 Yes  No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.41 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)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable
- 9.43 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 the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

**GENERAL COMMENTS:**

The team found the staff and students at the campus to be very helpful and energetic during team's visit. The design and artwork of the students displayed on the walls was of high quality, thus reflecting on the excellent instruction and professional world preparation of the students.

**9. PROGRAM EVALUATION****Bachelor's Degree in Criminal Justice: Major in Administration**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Latrice Mosley-Smith, Criminal Justice program chair, holds a master's degree in Criminal Justice from Chicago State University and a bachelor's degree in Sociology from Illinois State University. She is currently working on a second master's degree in Public Administration from Roosevelt University. She started as an adjunct instructor with Westwood Loop College in 2009 and was promoted to lead instructor, assistant program chair, then to program chair. She worked as a U.S. Probation Officer for 12 years prior to joining Westwood College.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The program has offered field trips to the Leighton Criminal Courts, a visit to the Judge Mathis Show, Federal Courts of Chicago, Adler School of Professional Psychology to observe mental health issues, Cook County Juvenile Court, and the Chicago Police Department. They also visited China Town and a local African American restaurant to learn about cultural diversity. In addition, they were given the opportunity to view two films at a local theater relevant to the constitution and police brutality. They had one guest speaker, Ms. Lovely Carter, who is an immigration specialist with the Department of Labor.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 14 calls attempted.

How many calls to employers or graduates were successful?

There were 5 successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were 3 successful calls that confirmed the employment of the graduates as reported on the 2013 CAR.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate as reported on the 2013 CAR. The following Criminal Justice students are misclassified as being placed in field; they should be classified as placed out of field:

- Ms. Demetrice Burke is a graduate of the bachelor's degree in Criminal Justice: Major in Administration and is currently employed as a bus driver for R&D Bus Company and is misclassified as placed in field
- Ms. Tamika Fondern is a graduate of the bachelor's degree in Criminal Justice: Major in Administration and was employed as a temporary receiving associate at Walmart for the holiday season and is misclassified as placed in field.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes       No       Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The college provided a binder containing samples of graded out-of-class work for each Criminal Justice course. This included multiple choice chapter reviews, essays, research papers, and Power Point presentations.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

9.27 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

- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.43 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 the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

**COMMENDATIONS:**

The program chair, Ms. Latrese Mosley Smith, is impressive in her ability to provide a detailed plan for improving retention and theories on why retention has been an issue for this program. She understands each student and is passionate about their academic success. The students who were interviewed confirmed her dedication to their success.

**9. PROGRAM EVALUATION****Academic Associate's Degree in Information and Network Technologies****Bachelor's Degree in Information and Network Technologies: Major in Network Management****Bachelor's Degree in Information and Network Technologies: Major in Systems Security**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Dr. Zeytinoglu is assigned to administer the academic programs. As previously noted, Dr. Zeytinoglu holds a bachelor's in Engineering from the Technical University of Istanbul, a master's in Mechanical Engineering from Wichita State University, and a doctoral degree in Engineering from Wichita State University. His experiential qualifications include employment at Rubino & Mesia Engineers as a structural engineer, and at Harza Engineering Company as a project engineer.

Mr. Sameer Saba is assigned as the lead instructor for these programs. Mr. Saba holds a master's degree in Information System Management from Keller Graduate School of Management, and is a Cisco Certified Academy Instructor (CCAI) and a Cisco

Certified Network Associate (CCNA) by the Cisco Corporation. He holds A+ and Security+ certifications from CompTIA, and Microsoft Certified + Internet certification from the Microsoft Corporation. Mr. Saba's experiential qualifications include network administration with Century 21 SGR, Incorporated, network engineering with SofTech Institute, and employment as a technology specialist with Von Steuben Metropolitan Science Center.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

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 section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The associate's in Information and Network Technology and bachelor's of Systems Security programs had fewer than 10 students and therefore a plan is not applicable. These questions only pertain to the bachelor's in Network Management program.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 These programs utilize a program advisory committee (PAC) consisting of local industry professionals who provide recommendations and feedback on the needs of local industry. The team found evidence of a PAC meeting held on 11/15/2013, where attendees discussed entry level skills required for employment, among other topics. In addition, Westwood hosts a Westwood College IT Club, whose goals include providing students with access to software, hardware and networking workshops, doing volunteer work in the local community and participating in field trips relevant to the IT field. Additional documentation was provided to the team showing students have participated in various field trips.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No
- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, 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 any given class and provide an increasing level of difficulty as the student progresses in the program. Specifically, the course ITCS100, Introduction to Information Technology, a survey course that includes a broad introduction to "hardware, operating systems, software, data and an overview of the use of information technology in organizations," according to the course catalog, was taken by some students after they had completed significantly more advanced courses, such as ITCS102, Desktop Hardware; ITCS103, Desktop Operating Systems; ITCS105, Linux Operating Systems; and ITCS202, Microsoft Network Operating Systems.

The course description for ITCS100, Introduction to Information Technology states that the "course provides an introduction to information technology. Topics include an introduction to hardware, operating systems, software, data, and an overview of the use of information technology in organizations. Upon successful completion of this course, students will be able to identify hardware, operating system, software, and data components in a technology system." The syllabus also identifies some of the following outcomes for the course, "identify components of a basic client operating system; identify roles of clients, servers, routers, and switches; describe the business aspects of networking." Skills students will acquire from the course include "install[ing] a basic workstation operating system; format[ing] and partition[ing] a hard drive; configur[ing] a network connection; install[ing] software; and evaluat[ing] how knowledge, skills, and attitudes learned in this course apply to your chosen career."

These outcomes and skills are covered in more depth in other required courses; therefore, taking ITCS100 after the more advanced courses does not "provide an increasing level of difficulty as the student progresses" as required by the *Criteria*. For example, outcomes listed for ITCS102, Desktop Hardware include identifying basic tools and procedures for troubleshooting personal computers and performing maintenance on them. Outcomes for ITCS103, Desktop Operating Systems includes evaluating, installing, configuring, optimizing and securing Windows operating systems, performing maintenance on operating systems, and configuring personal computer network protocols and services. Outcomes for ITCS105, Linux Operating Systems include executing Linux commands, and managing processes using system administration utilities. Outcomes for ITCS202, Microsoft Network Operating Systems include installing Windows Server, configuring Windows server, managing users, computers, and groups in a Windows Server environment and maintaining a Windows Server environment.

The team reviewed one student file in each of the following programs: associate's in Information and Network Technologies, bachelor's in Network Management, and bachelor's in Systems Security. A student in the bachelor's of Network Management, Mr. Fred Holman, according to transcripts reviewed by the team, took the following courses prior to ITCS100: NW106, Desktop Computing; NW105, Linux Operating Systems; NW110, Network Essentials; NW202, Microsoft Network Operating Systems; ITCS205, Advanced System Administration with Directory Services; ITNW250, Routing Protocols and Concepts; ITNW260, LAN Switching; and ITNW270, WAN Technologies. The transcript for Mr. Jerome Cushmeer, a student in the bachelor's of Systems Security, shows the student took the following courses prior to taking ITCS100: NW105, Linux Operating Systems; NW110, Network Essentials; NW222, Linux Systems Administration; ITNW250, Routing Protocols and Concepts; ITNW260, LAN Switching; and ITNW270, WAN Technologies. The transcript for Mr. Jake Johnson De Jesus, a student in the associate's in Information and Networking Technology, shows the student took the following courses prior to ITCS100: NW105, Linux Operating Systems; NW106, Desktop Computing; NW110, Networking Essentials; NW222, Linux Systems Administration; ITNW250, Routing Protocols and Concepts; ITCS202, Microsoft Network Operating System; ITNW260, LAN Switching; ITCS205, Advanced System Administration with Directory Services; and ITNW270, WAN Technologies.

ITCS100, Introduction to Information Technology should be taken prior to a majority of the courses in the three IT programs, to accomplish its goal of providing students with a broad overview of the field of information technology. The fact that ITCS100 is offered as an elective does not alleviate the fact students are taking courses that do not provide an increasing level of difficulty as the student progresses in their program.

- 9.16 Is an appropriately detailed syllabus on file for each course that includes:

- (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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes       No       Not Applicable (Additional Location Inclusion OR clock hour program)

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes       No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes       No
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes       No       Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls, by program, was attempted:

Academic associate's degree in Information and Network Technologies - 1

Bachelor's degree in Network Management - 7

Bachelor's degree in Systems Security - 3

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic associate's degree in Information and Network Technologies - 1

Bachelor's degree in Network Management - 4

Bachelor's degree in Systems Security - 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following number of successful calls, by program, confirmed the employment of the graduates as reported on the 2013 CAR:

Academic associate's degree Information and Network Technologies - 1

Bachelor's degree in Network Management - 3

Bachelor's degree in Systems Security - 1

Ms. Ciara Jackson, Network Management program graduate, informed the team her position as a machine operator at the Dakkota Integrated Systems was a job she had prior to her education at Westwood, and that her job did not require any of the skills she had gained while pursuing her degree at Westwood.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a)):** The team was unable to verify the placement rate as reported on the 2013 CAR. The following bachelor's in Network Management program student, Ms. Ciara Jackson, was listed on the 2013 CAR as being placed in field, although she was placed out of field. Ms. Ciara Jackson works as an overhead operator for Dakkota Integrated System at 12519 South Burley Avenue in Chicago. The graduate stated the skills she acquired at Westwood College were not used in her position to assemble auto parts.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team was provided with graded homework samples from students for each of the programs.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

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

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

9.27 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

- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes  No
- 9.30 Are teaching loads reasonable?  
 Yes  No
- 9.38 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 the equivalent?  
 Yes  No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.41 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)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No  Not applicable
- 9.43 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 the equivalent?  
 Yes  No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes  No
- 9.45 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 (institution offers all four years of the degree)
- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- 9.47 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)
- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes  No

**COMMENDATIONS:**

Students interviewed by the team praised the program and the instructors; they felt they were being well-prepared for careers in the information technology industry.

The team commends Dr. Zeytinoglu and Mr. Saba for their excellent work in training students for the information technology industry.

## 9. PROGRAM EVALUATION

### Diploma in Medical Assisting

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes  No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Monique Cannon is currently the program chair for the Medical Assisting program. Ms. Cannon started with Westwood College July 2012 as the chair. Prior to Ms. Cannon's employment with Westwood, she worked at various universities and colleges for 13 years as an instructor and an externship coordinator for Medical Assisting programs, and for 2 years managing alumni affairs. Ms. Cannon holds a diploma in Medical Assisting from Aristotle Medical College, a bachelor's degree in Business Administration from Trine University, and a master's in Business from Indiana Wesleyan University.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70%?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 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
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Students and faculty from the Medical Assisting program participate in a myriad of activities, which include field trips to local medical offices, healthcare fairs, and volunteer work. Guest speakers from the American Medical Technologist Association come to the campus to present on topics related to healthcare once every quarter, and encourage students to participate in volunteer work around the city. Students also participate in cancer walks for leukemia, Alzheimer's and breast cancer. The students take great pride in becoming one of the first to implement and maintain 'Inspiration Cafe,' a club that raises cancer awareness, feeds the homeless, conducts blood drives, and collects canned food and clothing for the poor, especially during the holiday season. Finally, students participate in an externship program which enhances their learning and academic success by reinforcing the necessary skills, knowledge, and expertise they will need to succeed.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?  
 Yes  No

- 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.12 Does the program use independent studies?  
 Yes  No (*Skip to question 9.14*)
- 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?  
 Yes  No
- 9.16 Is an appropriately detailed syllabus on file for each course that includes:
- (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
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.17 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No

- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

No graduates were reported on the 2013 CAR.

- 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes     No     Not Applicable

- 9.21 Does the campus participate in Title IV financial aid?  
 Yes     No (Skip to question 9.24)

- 9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)

- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team interviewed students and faculty, and reviewed course syllabi to verify out-of-class work that students and faculty made available to the team, including homework assignments.

- 9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes     No

(b) Well-defined instructional objectives.

Yes     No

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

Yes     No

(d) Appropriate modes of instructional delivery.

Yes     No

(e) The use of appropriate assessment strategies.

Yes     No

(f) The use of appropriate experiences.

Yes     No

- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes     No

- 9.27 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

- 9.28 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No
- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes  No
- 9.32 What is the current student/teacher ratio?  
The current student/teacher ratio is 20:1.
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes  No

## SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	Section 3-1-303(a)	Several students are misclassified on the 2013 CAR (pages 25, 28, 32, 37, 41, and 46).
2	Section 3-1-111	The CEP does not contain adequate analysis of learning outcomes (page 4).
3	Section 3-1-513(b)	The pre-requisite system does not insure a proper sequence of courses for one program (page 44).
4	Section 3-1-513(a)	The independent study policy is not being followed for one student (page 24).

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

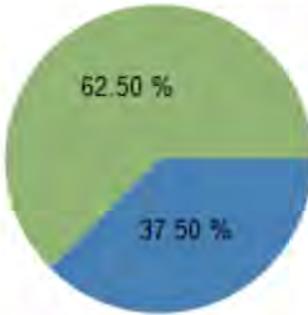
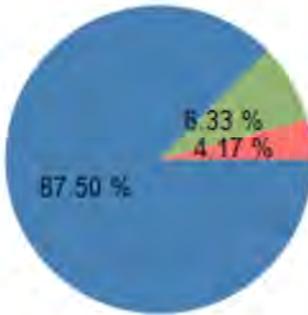
### Bachelor's Degree in Business Administration: Major in Healthcare Administration Program

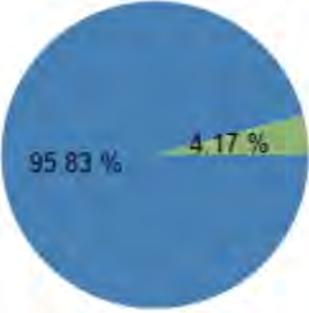
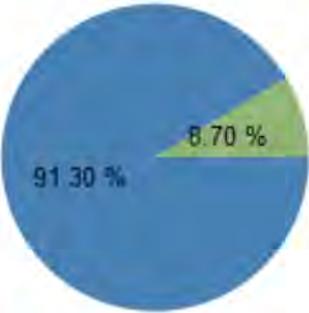
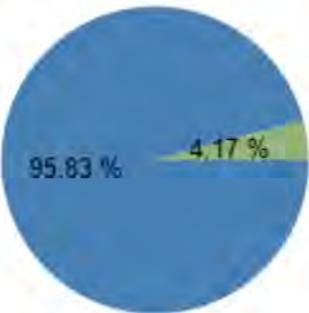
- That the Healthcare program implements and it students participate in more community resources, which will enable them to better understand how the healthcare sector works through real life experiences. In addition, students will be able to network more efficiently, creating a higher placement rate in their related field.

### Graphic Design Program

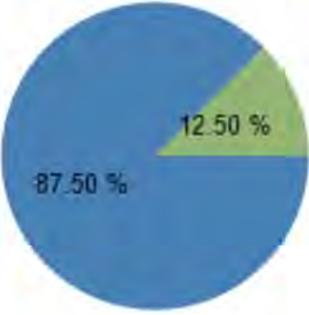
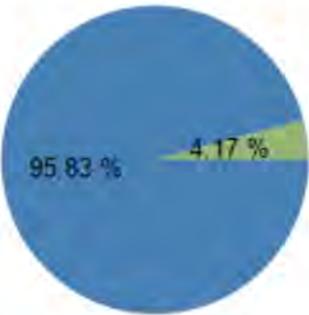
- That the administrators consider adding to the number of color printers to make them more accessible to students in order to expedite and upgrade the quality of their graphic design work.

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 programs.

Personify Id	Survey Question	Category	Count	
00020658				
	<b>1.1. Do you have other postsecondary or college education?</b>	Yes	9	
		No	15	
	<b>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</b>	Yes	21	
		No	2	
		N/A	1	
	<b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</b>	Yes	24	

	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</b></p>	Yes	24	 <p>100.00 %</p>
	<p><b>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</b></p>	Yes	23	 <p>95.83 % 4.17 %</p>
	<p><b>2.2. Did you receive a catalog or provided access to an online catalog?</b></p>	Yes	21	 <p>91.30 % 8.70 %</p>
	<p><b>2.3. Did the catalog accurately portray programs, services and policies of the institution?</b></p>	Yes	23	 <p>95.83 % 4.17 %</p>
		No	2	
		No	1	

	<p><b>2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	22	No	1	<p>A pie chart showing the distribution of responses for question 2.4. The chart is divided into two segments: a large blue segment representing 'Yes' at 95.65% and a small green segment representing 'No' at 4.35%. A legend to the right of the chart shows a blue square for 'Yes' and a green square for 'No'.</p>		
Yes	22								
No	1								
	<p><b>3.1. Do you receive financial aid?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	24	No	0	N/A	0	<p>A pie chart showing the distribution of responses for question 3.1. The chart is a single solid blue circle representing 'Yes' at 100.00%. A legend to the right of the chart shows a blue square for 'Yes'.</p>
Yes	24								
No	0								
N/A	0								
	<p><b>3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>21</td> </tr> <tr> <td>No</td> <td>2</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	21	No	2	N/A	1	<p>A pie chart showing the distribution of responses for question 3.2. The chart is divided into three segments: a large blue segment for 'Yes' at 87.50%, a green segment for 'No' at 8.33%, and a red segment for 'N/A' at 4.17%. A legend to the right of the chart shows a blue square for 'Yes', a green square for 'No', and a red square for 'N/A'.</p>
Yes	21								
No	2								
N/A	1								
	<p><b>3.3. Are you aware of your loan repayment obligations?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>N/A</td> <td>1</td> </tr> </table>	Yes	22	No	1	N/A	1	<p>A pie chart showing the distribution of responses for question 3.3. The chart is divided into three segments: a large blue segment for 'Yes' at 91.67%, a green segment for 'No' at 4.17%, and a red segment for 'N/A' at 4.17%. A legend to the right of the chart shows a blue square for 'Yes', a green square for 'No', and a red square for 'N/A'.</p>
Yes	22								
No	1								
N/A	1								

	<p><b>4.1. Do you know when you will complete your program?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	24	No	0	 <p>100.00 %</p>		
Yes	24								
No	0								
	<p><b>4.2. Are your instructors available to provide additional help?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>24</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	24	No	0	 <p>100.00 %</p>		
Yes	24								
No	0								
	<p><b>4.3. Are computers, lab equipment, etc. in good working order?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>21</td> </tr> <tr> <td>No</td> <td>3</td> </tr> <tr> <td>N/A</td> <td>0</td> </tr> </table>	Yes	21	No	3	N/A	0	 <p>87.50 % 12.50 %</p>
Yes	21								
No	3								
N/A	0								
	<p><b>4.4. Were textbooks available when you started classes?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>23</td> </tr> <tr> <td>No</td> <td>1</td> </tr> </table>	Yes	23	No	1	 <p>95.83 % 4.17 %</p>		
Yes	23								
No	1								

	<p><b>4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?</b></p>	<table border="1"> <tr> <td>Yes</td> <td>22</td> </tr> </table>	Yes	22	<p>A pie chart with a legend. The legend shows a blue square for 'Yes' and a green square for 'No'. The chart shows a large blue slice representing 95.65% and a small green slice representing 4.35%.</p>		
Yes	22						
	<p><b>5.1. Overall, I am satisfied with the quality of education I am receiving.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Agree</td> <td>24</td> </tr> </table>	Disagree	0	Agree	24	<p>A pie chart with a legend. The legend shows a blue square for 'Agree'. The chart shows a single blue slice representing 100.00%.</p>
Disagree	0						
Agree	24						
	<p><b>5.2. I would recommend this school to others.</b></p>	<table border="1"> <tr> <td>Disagree</td> <td>1</td> </tr> <tr> <td>Agree</td> <td>23</td> </tr> </table>	Disagree	1	Agree	23	<p>A pie chart with a legend. The legend shows a green square for 'Disagree' and a blue square for 'Agree'. The chart shows a large blue slice representing 95.83% and a small green slice representing 4.17%.</p>
Disagree	1						
Agree	23						



## REEVALUATION VISIT REPORT

### EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES

**9343 West Sahara Avenue, Suite 205**

**Las Vegas, NV 89117**

**ACICS ID Code: 00023088**

Ms. Lu Suarez, Regional Campus President (lsuarez@euphoriainstitute.com)  
[aciessummerlin@euphoriainstitute.com](mailto:aciessummerlin@euphoriainstitute.com)

#### MAIN CAMPUS

**Lincoln Technical Institute**

**Edison, NJ**

**ACICS ID Code: 00010950**

**June 19-20, 2014**

Ms. Rogena Kyles	Chair	Attorney	Alexandria, VA
Ms. Donna Reed	Student-Relations Specialist	School Owner, Retired	Indianapolis, IN
Dr. Jack Phan	Educational Activities and Library Specialist	Western Nebraska Community College	Olathe, KS
Ms. Stephanie Brown	Cosmetology and Aesthetics Specialist	Kingdom Kreations Day Spa and Salon	Memphis, TN
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES  
LAS VEGAS, NV**

<b>CREDENTIAL EARNED</b> (As defined by the institution)	<b>ACICS CREDENTIAL</b>	<b>APPROVED PROGRAM TITLE</b>	<b>Clock Hrs.</b>	<b>Enroll: Full- time/ Part- time</b>	<b>CAR Retention &amp; Placement</b>			
					<b>2013</b>		<b>2012</b>	
					<b>Ret.</b>	<b>Pla.</b>	<b>Ret.</b>	<b>Pla.</b>
Diploma	Diploma	Aesthetics	900	0/38	N/A	N/A	N/A	N/A
Diploma	Diploma	Cosmetology	1800	54/34	79%	71%	75%	66.7%
<b>TOTAL ENROLLMENT</b>				<b>126</b>				

## INTRODUCTION

The Las Vegas (Summerlin) campus of Euphoria Institute of Beauty Arts & Sciences is located in a shopping plaza mall on one of the main highways in Las Vegas. It is a 19,000 square-foot, two-level facility with access to unreserved plaza parking. There are clearly designated handicapped parking spaces throughout the parking lot. The campus has large, somewhat dated classrooms but a very well-designed, modern salon whose services are provided to the public by students who are supervised by instructors. The campus is designed and approved to accommodate about 200 students at one time; current day and evening enrollment is 126 students.

Ninety percent of student enrollment is female; 44 percent of all students are Caucasian, 22 percent are Hispanic, and 9 percent are African-American or Black. Fifty-two percent of students are in the 18-24 year-old age group; 38 percent are 25-39 and 10 percent are over the age of 40.

Except for the director of education, primary administrative positions at the campus are held by regional personnel. The campus president, the director of admissions and career services, and the director of administrative services are classified as "regional" and they divide their time between the Henderson (Green Valley) campus and the Las Vegas (Summerlin) campus. Given the currently small enrollments of the two campuses (114 and 126) and their fairly close locations, this shared-administrators arrangement is manageable for the present.

**MISSION**

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The campus mission statement is located on page 4 of its 2013-2015 official school catalog, volume IX, revised May 2013.
- 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 and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

**CAMPUS EFFECTIVENESS**

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is an additional location, does the additional location 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 five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes  No

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

The campus uses monthly student progress reports, SAP reports, licensure pass rates, student surveys, student evaluations of instructor performance, and analyses of attendance records to determine whether or not student learning outcomes are being achieved.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes  No  Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No  Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes  No  Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus has implemented an "Early Student Engagement Program" to interact with each new student on a weekly basis for the first 24 weeks of their studies, monitoring their attendance and ensuring that they receive whatever academic assistance and student services they may need. It has also begun an "honors" program, a monthly activity to recognize students with attendance records of 90 percent or higher. Tutoring

and academic advisement efforts have been increased to assist those students who may be having academic difficulties or who may request help.

Activities to achieve placement goals include the following: improving relations with students and staying better connected with graduates for networking purposes, encouraging volunteer work and/or internship connections to strengthen one's resume, and vigorous efforts to identify potential new employers and to bring potential employers to the campus to meet and interact with students.

- 1.16 Does the campus have documentation to show the following?
- (a) That the CEP has been implemented.  
 Yes     No
- (b) That specific activities listed in the plan have been completed.  
 Yes     No
- (c) That periodic progress reports have been completed.  
 Yes     No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.  
 The CEP is developed and managed by a team that includes the campus director of education as the lead and the regional campus president, director of admissions and career services, director of financial aid, and director of administrative services.
- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes     No     Not Applicable (new additional location or initial applicant only)

## 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 Does the campus:
- (a) Adequately train its employees?  
 Yes     No
- (b) Provide them with constant and proper supervision?  
 Yes     No
- (c) Evaluate their work?  
 Yes     No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes     No

- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes     No
- (b) Know the person to whom they report?  
 Yes     No
- (c) Understand the standards by which the success of their work is measured?  
 Yes     No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes     No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes     No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes     No
- 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?  
 Ms. Lu Suarez, the regional campus director, has financial oversight responsibility for the campus. She works with the regional director of administrative services to prepare a campus budget for submission to the regional vice president. After his review and approval, the budget is forwarded to the corporate office for final approval. Ms. Suarez then administers the budget for the campus.

Ms. Suarez has a certificate in cosmetology from Ippolito's Cosmetology School in Illinois and holds current Nevada licenses in cosmetology and cosmetology instruction. She has worked for Lincoln Educational Services, the campus's parent company, since 2004, first as an instructor and later in various management positions. She has been the regional campus president since October 2013.

## ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?  
 Yes     No
- 3.02 Are all staff well trained to carry out administrative functions?  
 Yes     No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?  
 As previously mentioned, Ms. Lu Suarez, the regional campus president, is the on-site administrator. She has a certificate in cosmetology and is currently licensed in Nevada as a cosmetologist and as a cosmetology instructor. She has over 10 years' experience in higher education.

- 3.04 Does the campus list degrees of staff members in the catalog?  
 Yes  No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
- (a) Financial aid activities.  
 Yes  No  Not Applicable (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 applicable item, insert the section number in parentheses and explain:

**(Section 3-1-303(a)):** Adequate records are not being kept by the campus related to admissions exams. The campus was unable to provide copies of the admissions tests taken by the following students: Kelly Pierre, Sade Randolph-Stewart, Brenda Murilla, Anna Esquivel, and Kyler Norder.

- 3.06 Does the campus admit ability-to-benefit students?  
 Yes  No *(Skip to Question 3.11.)*
- 3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?
- (a) Validated test scores.  
 Yes  No
- (b) Initial and periodic academic advising.  
 Yes  No
- (c) Initial and periodic career advising.  
 Yes  No

- 3.08 Is there evidence of documentation that supports the relationship between test cut-off scores and successful academic or employment outcomes for ability-to-benefit students?  
 Yes     No
- 3.09 Does the campus maintain longitudinal data that compares the test cut-off scores utilized for acceptance with the eventual success of ability-to-benefit students?  
 Yes     No     Not Applicable (campus has not admitted ATB students long enough to have developed such data)
- 3.10 Describe the data used for ability-to-benefit student determination and how it is analyzed.  
 The campus requires that an applicant provide proof of completion of the 10<sup>th</sup> grade of high school and must be able to achieve a grade level of 11<sup>th</sup> grade on an approved ability-to-benefit exam.
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes     No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes     No
- 3.13 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
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes     No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes     No
- 3.16 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

#### **RELATIONS WITH STUDENTS FOR ALL PROGRAMS**

- 4.01 How many student files were reviewed during the evaluation?  
 The team selected and reviewed 20 student files with an equal representation of active, withdrawn, and graduate students, along with a comprehensive review of unofficial transcripts, ledger cards, and financial aid files.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes     No

- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence 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)?  
 Yes  No
- 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

Is there evidence that a copy of the agreement has been provided to the student?

Yes  No

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

Ms. Sonya Petrie, regional director of admissions and career services, is responsible for student recruitment. Ms. Petrie began employment with the Euphoria Institutes in January 2012. She holds a bachelor's degree in English and a master's degree in education from New York State University in Potsdam, New York and has more than 18 years of sales and marketing management experience.

- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

The team selected and reviewed 20 student files, interviewed the regional director of admissions and career services and three current students. As a result, the team was able to determine that the campus follows an ethical recruitment process that is compatible with its educational objectives.

The campus is able to accomplish these objectives by confirming that each prospective student is well-informed about the nature of the education provided through an extensive recruitment interview conducted

by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the applicant's strengths and weaknesses and his or her educational and career expectations. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. The admissions requirements for each program are developed to ensure that students entering the program are prepared for the demands of the coursework and can benefit from the intense career training that focuses on the knowledge and skills required to succeed in the aesthetics and cosmetology programs offered at the campus.

- 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
- 4.13 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable

- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes  No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes  No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

### FOR ALL PROGRAMS

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?  
 The campus publishes its standards of satisfactory academic progress (SAP) policy on pages 23-25 of the 2013-2015, volume IX, official school catalog, revised May 2013.

- 4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)
- Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)
- A warning status.  
 Yes  No  Not Applicable (campus does not use)
- A probationary period.  
 Yes  No
- An appeal process.  
 Yes  No
- An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes  No

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?

Yes  No  Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

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 status?

Yes  No  Not Applicable (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, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes  No

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 (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes  No  Not Applicable (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)

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. Jacqueline (Benita) Williams, the director for education, is responsible for the administration of satisfactory academic progress. Ms. Williams holds a diploma in cosmetology from Brook Beauty School in St. Paul, Minnesota and both a cosmetology license and cosmetology instructor licence from the State of Nevada. She has served as the director of education since February 2010. Prior to her current position, Ms. Williams was a cosmetology instructor for 21 years.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 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 Question 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 (campus has not changed tuition or fees)
- 4.46 Is the campus' 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 Is the campus following its stated refund policy?  
 Yes       No
- 4.49 Does the campus participate in Title IV financial aid?  
 Yes       No (*Skip to question 4.57*)
- 4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?  
 Ms. Lena Kitchen, the financial aid advisor, is responsible for the oversight of financial aid at the campus. Ms. Kitchen earned a bachelor's degree in psychology from the University of Nevada and had more than seven years of financial aid packaging experience at The Art Institute and Le Cordon Bleu before accepting her current position at the campus.
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes       No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes       No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes       No

- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Kitchen is a member of the National Association of Student Financial Aid Association (NASFAA). She stays current with student financial aid (SFA) regulations and policy changes through telephone conferences with the corporate director of financial aid and by reviewing NASFAA update materials. Additional training is provided through conferences, workshops, and webinars attended throughout the year, which focus on tax filing requirements, applying federal methodology, 150% direct loan usage, and federal updates.

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes  No

- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes  No

- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes  No

- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Each of the licensed cosmetology instructors, director of education, early student engagement coordinator and the regional campus president, counsel students on their progression through their program. The campus offers an in-depth new student orientation, a resource lab, and seminars that engage students in the proper techniques of conflict resolution, conflict management and/or confrontation. Individual instruction and tutoring are available for any student requiring additional assistance or in need of academic support outside of the classroom. The career services department offers employment services to active students and alumni such as resume writing and cover letter advisement, mock interviews, and job search techniques. It assists with full and part time employment opportunities. The early student engagement coordinator offers seminars on enhancing communication skills, goal setting, professional development, stress management, critical thinking, personal branding, and cultural diversity.

- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes  No  Not Applicable

- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Sonya Petrie, regional director of admissions and career services is responsible for student recruitment. As mentioned previously, Ms. Petrie holds degrees in English and education and has more than 18 years' sales and marketing management experience.

- 4.61 Does the campus offer employment assistance to all students?

Yes  No  Not Applicable (campus enrolls only international students on a student visa)

- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 183.  
 The ending enrollment reported on the previous year's CAR is 183.
- 4.64 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
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
 All students are required to complete an entrance and exit interview. In addition to students completing the entrance/exit counseling, the financial aid representative counsels students on responsible borrowing and provides students with access to a robust financial literacy portal, including repayment calculators, modules on managing finances, loan repayment, and general financial literacy. Students who have Direct Loans complete their exit loan counseling via the [www.studentloans.gov](http://www.studentloans.gov) website and may review all student loan history on the National Student Loan Data System (NSLDS).
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 The campus offers a variety of activities, which are sponsored by the early student engagement coordinator and the career services department. These activities are designed to promote community, school pride, and creativity. Campus-sponsored activities include fantasy make-up and nail competitions, spirit week, job fairs, honor society events, and semi-annual "stick it to the staff" fundraisers.

## 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?  
 Ms. Jacqueline Williams, the director of education, oversees the educational activities of all programs at the campus. Ms. Williams holds a diploma in cosmetology from Brook Beauty School in Minnesota and cosmetology and cosmetology instructor licenses from the State of Nevada. She has served as the director of education since February 2010. Prior to her current position, Ms. Williams was a cosmetology instructor for 21 years.
- 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 job description for the director of education contains language that is sufficiently broad to give him the authority necessary to carry out his academic oversight and supervisory duties. The position is 100 percent administrative, allowing him time to carry out those responsibilities.

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 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 question 5.10*)

**FOR NEW GRANTS ONLY**

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes  No (*Skip to question 5.14*)

**FOR ALL CAMPUSES**

- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes  No

- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes  No

- 5.16 What provisions are made for individual differences among students?  
The campus provides individual tutoring for students who need it and extra skills practice time when appropriate. Its transfer of credit policy would allow new students to start their studies with advanced standing. While observing classroom instruction, the team confirmed that instructors' lessons plans target various learning styles. There is effective use of visual aids, overhead projectors, computer presentations, handouts, and charts to fully engage students.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Faculty is encouraged to evaluate, revise, and make changes to the curriculum by participating on the Euphoria Institute curriculum committees. Faculty makes suggestions to the director of education who, in turn, takes the suggestions to the regional campus president. Approved ideas are then forwarded to the corporate level for ultimate approval or disapproval.

- 5.18 Does the faculty participate in this process?  
 Yes  No

- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No

- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes  No  Not Applicable (campus does not award such credit)

- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No

- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No

- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes  No
- 5.25 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
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes  No
- 5.27 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) 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)
- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes  No

If *Yes*, how is this documented?

Faculty files contain professional development plans that include in-service training. Training sessions have included classroom management, student engagement, and faculty engagement and are documented by certificates signifying completion. The annual schedule of planned in-service sessions is included in each of the faculty folders. Agendas, sign-in sheets, and minutes of in-service meetings were provided to the team.

- 5.29 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
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes  No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes  No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes  No

**GENERAL COMMENTS:**

Classroom observations by the team revealed that instructors' lessons plans target different learning styles. The faculty is a committed group of educators who have the interests of both the students and the campus at heart. They are clearly willing to go above and beyond classroom duties to increase student success on campus and to help students complete their educational programs.

## 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).

The campus is located in a shopping plaza that contains several small businesses and a few stores. It is a two-story facility with unreserved parking spaces in front of its doors. Although spaces are not specifically reserved for the campus, there are far more available spaces than are needed for current enrollment size, staff, faculty, and visitors. Handicapped spaces are clearly marked and several are located in front of the building.

The building itself complies with the American with Disabilities Act in all areas on both floors, with a functioning elevator for access to the second floor.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize campus additions?

Yes  No

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

Yes  No

Except as noted below regarding a lack of air conditioning for the aesthetician clinic rooms, the facilities are appropriate for the size of the student body and for the programs offered.

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

Yes  No

(b) Instructional tools

Yes  No

(c) Machinery

Yes  No

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

**(Section 3-1-601):** The plant support system of the campus is not appropriate and does not contribute to the achievement of the institution's objectives. The air conditioning system does not function in any of the three spa clinic rooms and has not worked since the program's inception. The team learned that, in fact, since the campus leased that space three years ago, the air conditioning has never worked.

Besides the physical discomfort of working in closed spaces in a city where daily temperatures can and often do exceed 100 degrees Fahrenheit and, for seven months out of the year, the average daily temperature is 92.2 degrees, the lack of air conditioning adversely affects the students' abilities to properly perform their skills. As detailed in Section 9 of this report, waxing products are less adhesive when a client is perspiring, wax removal causes more discomfort for the client, and hair removal is less effective.

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

## PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The team reviewed the Euphoria Institute of Beauty Arts and Sciences 2013-2015 official school catalog, volume IX, revised May 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?

Yes     No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes     No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes     No

(b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

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 listing of all scholarships, grants, and/or loans offered.

Yes  No  Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).

Yes  No  Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes  No

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

Yes  No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes  No

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

Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes  No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

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 (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?

Yes  No

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 via television, newspaper ads, brochures, open house flyers, and online.

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

7.14 Does the campus utilize services funded by third parties?

Yes  No

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 (campus does not participate in financial aid)

- 7.17 What institutional performance information does the campus routinely provide to the public?  
The institutional performance information that campus routinely provide to the public are the student retention and placement rates and the student gainful employment disclosures.

Where is this information published and how frequently is this information being updated?  
The information is published at the campus website and is updated annually.

## LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

### FOR ALL PROGRAMS

- 8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the 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?  
Ms. Jacqueline Williams, the director of education, is responsible for the on-site collection and for training faculty and students on how to use it. She periodically asks the faculty for input on additions to or improvement of the collection.

Are these methods appropriate?

Yes  No

- 8.06 Is the library staff adequately trained to support the library?  
 Yes  No

### FOR NONDEGREE PROGRAMS ONLY

- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes  No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes  No
- 8.27 Is there a current inventory of instructional resources?

Yes     No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes     No

## 9. PROGRAM EVALUATION

### Diploma in Cosmetology

### Diploma in Aesthetics

#### FOR ALL PROGRAMS

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

Yes     No

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The experienced faculty uses modern equipment and professional grade supplies to fully prepare a person for a successful career in the cosmetology and aesthetics industry. The campus has curriculum specific classrooms and practical training areas for cosmetology and aesthetics that was designed to replicate a daily real-world work environment. The programs were designed to develop students' technical skills as well as offer personal professional development. The Euphoria Institute of Beauty Arts & Sciences is an open - to - the public facility where patrons come in for beauty services from the community.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes     No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?

The state pass rate for cosmetology and aesthetics is 75 percent.

*Add additional qualifiers if necessary:* There are no current graduates for the aesthetics program.

(b) What are this program's pass rates for the past three years?

Year: 2011    Pass Rate: 97%

Not Available

Year: 2012    Pass Rate: 95%

Not Available

Year: 2013    Pass Rate: 98.2%

Not Available

These rates are for the theory (written) portion of the exam only. The National Interstate Council of Nevada does not provide composite scores for license test-takers. It does, however, provide the results of the practical tests in a separate report. The team was provided with copies of that report which confirmed that the campus's pass rates on the practical exam were 100 percent in 2012 and in 2013.

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes       No       Not Applicable

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

Ms. Jacqueline Williams, the director of education, oversees the educational activities of both of campus's academic programs. She has a diploma in cosmetology from Brook Beauty School in Minneapolis and holds current Nevada licenses as a cosmetologist and a cosmetology instructor. Ms. Williams has served as the director of education since February 2010. Prior to her current position, she was a cosmetology instructor for 21 years.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

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 (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes       No       Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The use of community resources includes field trips and an advisory board. These resources are used to enrich programs by letting students see in-field applications of knowledge and skills they have learned when they visit local salons, spas, entertainment district salons and spas. Input and recommendations received from the advisory board serve to strengthen the curriculum of both programs and, in that way, to improve the employability of graduates.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes       No

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

Yes       No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

- 9.11 Does the program use independent studies?  
 Yes  No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes  No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (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
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes  No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes  No

- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There are no current graduates in the Aesthetics diploma program.

The following number of calls was made to employers or graduates for the following program:  
 Diploma in Cosmetology - 8

How many calls to employers or graduates were successful?

The following number of calls was successful: 8

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?  
 Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes     No     Not Applicable

#### FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?  
 Yes     No
- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

#### FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.

Yes       No

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

**(Section 3-1-531(a)):** The campus does not provide the appropriate instructional facilities in the aesthetics program. During its interviews with students, the team was informed that there is no air conditioning working in any of the spa clinic rooms. Interviews with the director of education and faculty confirmed this information. The lack of air conditioning causes discomfort to guests, students, and faculty. Sanitation and the delivery of adequate spa services techniques are affected as well. The following services are typically performed in the spa clinic rooms: waxing of the legs, bikini line, full bikini, hands, arms, armpits, lower belly and facial areas. Spa rooms that are too warm induce excess perspiration by both the clients and students. Waxes do not adhere well to perspired client bodies and poor wax adhesion results in inferior hair removal. Removal of the poorly adhered wax increases client discomfort. Additional clammy hands may affect students' manipulation or handling of spatulas they use.

It should also be noted that tables being used as student desks in the cosmetology programs were in unacceptable condition at the time of the team's arrival. However, while the team was on-site, all of those tables were replaced with new ones.

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

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

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

#### **FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

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

9.26 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

- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes       No
- 9.31 What is the current student/teacher ratio?  
The student/teacher ratio is 10:1 in the cosmetology program and 7:1 in the aesthetics program.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes       No

**SUMMARY**

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
<b>1.</b>	<b>3-1-303(a)</b>	The campus recordkeeping is inconsistent in regards to maintaining admission exams on file for all students (page 8).
<b>2.</b>	<b>3-1-531(a) and 3-1-601</b>	The campus does not provide the appropriate instructional facilities in the aesthetics program (pages 21-22 and 30).



**REEVALUATION VISIT REPORT**

**EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES**

**11041 South Eastern Avenue, Suite 112**

**Henderson, NV 89052**

**ACICS ID Code: 00023089**

Ms. Lu Suarez, Regional Campus President (lsuarez@euphoriainstitute.com)  
[acicsgreenvalley@euphoriainstitute.com](mailto:acicsgreenvalley@euphoriainstitute.com)

**MAIN CAMPUS**

**Lincoln Technical Institute**

**Edison, NJ**

**ACICS ID Code: 00010950**

**June 17-18, 2014**

Ms. Rogena Kyles	Chair	Attorney	Alexandria, VA
Ms. Donna Reed	Student-Relations Specialist	School Owner, Retired	Indianapolis, IN
Dr. Jack Phan	Educational Activities and Library Specialist	Western Nebraska Community College	Olathe, KS
Ms. Stephanie Brown	Cosmetology and Aesthetics Specialist	Kingdom Kreations Day Spa and Salon	Memphis, TN
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES  
HENDERSON, NV**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Aesthetics	900	0/37	88%	<b>64%</b>	92.8%	<b>63.5%</b>
Diploma	Diploma	Cosmetology	1800	59/18	90%	75%	80.3%	71.4%
<b>TOTAL ENROLLMENT</b>				<b>114</b>				

## INTRODUCTION

The Henderson, Nevada campus of Euphoria Institute of Beauty Arts & Sciences is located in a moderately high-traffic shopping center on one of the main highways in Henderson. It is a 16,000 square-foot, one-level facility with ample parking in the front of the building, with reserved handicapped-parking spaces. All areas of the campus comply with applicable provisions of the American with Disabilities Act. In addition to its fully equipped multiple classrooms/labs, the campus houses a full-service salon and spa, staffed by students under instructor supervision and open to the public. The campus is designed and approved to accommodate just over 200 students, although total current enrollment between day and night is 114 students.

The student body consists primarily of females; males represent 3.2 percent of enrollment. Forty-four percent of the students are Caucasian; 22 percent are Hispanic; 9 percent are Black and 5 percent are Asian. The majority of students (52 percent) are between the ages of 18-24; 38 percent fall into the 25-39 percent range and 10 percent are age 40 or over.

Several key administrative positions at the campus are held by regional personnel: campus president, director of administrative services, and director of admissions and career services. Each of these individuals, whose titles include "regional" (eg., regional campus president), divide their time equally between the Henderson (Green Valley) campus and the Las Vegas (Summerlin) campus. Because both campuses are relatively small (114 and 126) and fairly close geographically, this arrangement is manageable for the present.

**MISSION**

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The campus mission statement is located on page 4 of its 2013-2015 official school catalog, volume IX, revised May 2013.
- 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 and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

**CAMPUS EFFECTIVENESS**

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is an additional location, does the additional location 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

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

**(Section 3-1-111):** The CEP does not include the types of data that will be used for assessment of retention and placement.

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes  No

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

The campus uses monthly student progress reports, SAP reports, licensure pass rates, student surveys, student evaluations of instructor performance, and analyses of attendance records to determine whether or not student learning outcomes are being achieved.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes  No  Not Applicable

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

**(Section 3-1-111):** The CEP does not identify baseline data for retention or placement, nor does it specify what data will be used in an assessment of these two areas or how the data will be used to improve educational processes.

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No  Not Applicable (new additional location or initial applicant only)

- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?  
 Yes     No     Not Applicable (new additional location only)

- 1.15 Describe the specific activities that the campus will undertake to meet these goals.

To improve retention, the campus has created the position of early student engagement coordinator. This coordinator is responsible for tracking new students for the first 24 weeks of their programs to ensure that students receive the academic and student services support they may need to successfully complete their programs. The coordinator also follows up with any student who has had more than one absence to minimize future absences or to try to address risk factors that may result in drops.

Activities planned to improve placement include aggressive "recruitment" efforts to identify potential new employers and to bring potential employers to the campus to meet and interact with students. The range of activities to help students prepare for job-hunting is being expanded and the hours of the career services office have been extended on Mondays through Thursdays to better accommodate the needs of evening students and some Saturday hours have been added.

- 1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes     No

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

Yes     No

(c) That periodic progress reports have been completed.

Yes     No

- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The CEP is developed and managed by a team that includes the campus director of education as the lead and the regional campus president, director of admissions and career services, director of financial aid, and director of administrative services.

- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes     No     Not Applicable (new additional location or initial applicant only)

## 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 Does the campus:

(a) Adequately train its employees?

Yes     No

(b) Provide them with constant and proper supervision?

Yes       No

(c) Evaluate their work?

Yes       No

2.03 Is the administration of the campus efficient and effective?

Yes       No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes       No

(b) Know the person to whom they report?

Yes       No

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

Yes       No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes       No

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

Yes       No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes       No

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?

Ms. Lu Suarez, the regional campus president, has financial oversight responsibility for the campus. She works with the regional director of administrative services to prepare a campus budget for submission to the regional vice president. After his review and approval, the budget is forwarded to the corporate office for final approval. Ms. Suarez then administers the budget for the campus.

Ms. Suarez has a certificate in cosmetology from Ippolito's Cosmetology School in Illinois and holds current Nevada licenses in cosmetology and cosmetology instruction. She has worked for Lincoln Educational Services, the campus's parent company, since 2004, first as an instructor and later in various management positions. She has been the regional campus president since October 2013.

## ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes       No

3.02 Are all staff well trained to carry out administrative functions?

Yes       No

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

As previously mentioned, Ms. Lu Suarez, the regional campus president, is the on-site administrator. She has a certificate in cosmetology and is currently licensed in Nevada as a cosmetologist and as a cosmetology instructor. She has over 10 years' experience in higher education.

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

Yes       No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes       No       Not Applicable (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

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

Yes       No

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?

(a) Validated test scores.

Yes       No

(b) Initial and periodic academic advising.

Yes       No

(c) Initial and periodic career advising.

Yes     No

3.08 Is there evidence of documentation that supports the relationship between test cut-off scores and successful academic or employment outcomes for ability-to-benefit students?

Yes     No

3.09 Does the campus maintain longitudinal data that compares the test cut-off scores utilized for acceptance with the eventual success of ability-to-benefit students?

Yes     No     Not Applicable (campus has not admitted ATB students long enough to have developed such data)

3.10 Describe the data used for ability-to-benefit student determination and how it is analyzed.

The campus requires that an applicant provide proof of completion of the 10<sup>th</sup> grade of high school and that the applicant be able to achieve a grade level of 11<sup>th</sup> grade on an approved ability-to-benefit exam.

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

Yes     No

3.12 Are appropriate transcripts maintained for all students?

Yes     No

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

**(Section 3-1-303(e)):** The campus transcript does not accurately reflect student accomplishment in all cases. The team found that, in at least two cases, graduates' transcripts showed the "Earned Hours Attended" being less than the 1800 clock hours required by the State of Nevada. An additional statement, "Total Posted Attended Hours," appears with an indication of 1800 clock hours with no explanation as to how the additional hours were derived. As generated, the transcripts appear to arbitrarily raise a student's total hours to 1800 so that the student can graduate. The graduate transcripts containing these inconsistencies were those of Ms. Brittany Pistorio (1,773.15 "Earned Hours Attended" versus 1,800.12 "Total Posted Attended Hours") and Ms. Alexandria Lee (1,693.52 "Earned Hours Attended" versus 1,807.23 "Total Posted Attended Hours.").

3.13 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

While the team was on-site, the campus made corrections to two minor inconsistencies between the catalog and the transcript.

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

Yes     No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes     No

- 3.16 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

#### **RELATIONS WITH STUDENTS FOR ALL PROGRAMS**

- 4.01 How many student files were reviewed during the evaluation?  
 The team selected and reviewed 17 student files with an equal representation of active, withdrawn, and graduate students, along with a comprehensive review of unofficial transcripts, ledger cards, and financial aid files.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes     No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes     No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes     No
- 4.05 Is there evidence 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)?  
 Yes     No
- 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
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes     No

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

Ms. Sonya Petrie, regional director of admissions and career services, is responsible for student recruitment. Ms. Petrie holds a bachelor's degree in English and a master's degree in education from New York State University in Potsdam, New York. She has more than 18 years of combined sales and marketing management experience with The Princeton Review and 1-800-Flowers.com. Ms. Petrie served in the positions of assistant vice president of marketing, executive director of field marketing, executive director of sales and partnerships, regional president of franchise marketing, and director for franchise marketing before beginning her employment with Euphoria Institute of Beauty Arts & Sciences in January 2012.

- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

Through its review of 17 student files, interviews with the regional director of admissions and career services and with three current students, the team was able to verify that the campus follows an ethical recruitment process that is compatible with its educational objectives of 1) providing theoretical and practical training by following the State Board of Cosmetology approved curriculum created in accordance with Pivot Point Salon Fundamentals for Cosmetology, 2) employing qualified faculty who offer students personalized attention and professional expertise, 3) remaining in the forefront of emerging technology, 4) providing staff and faculty members who uphold the highest standards of service, quality and commitment, and 5) cultivating an environment that celebrates creativity, diversity and improved self-esteem.

The campus is able to accomplish these objectives by confirming that each prospective student is well-informed about the nature of the education provided through an extensive recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the applicant's strengths and weaknesses and his or her educational and career expectations. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. The admissions requirements for each program are developed to ensure that students entering the program are prepared for the demands of the coursework and can benefit from the intense career training that focuses on the knowledge and skills required to succeed in the aesthetics and cosmetology programs offered at the campus.

- 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

- 4.13 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes  No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes  No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes  No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes  No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes  No  Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes  No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes  No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

#### FOR ALL PROGRAMS

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

The campus publishes its standards of satisfactory academic progress (SAP) policy on pages 23-25 of the 2013-2015, volume IX, official school catalog, revised May 2013.

- 4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (campus does not offer)

A warning status.

Yes  No  Not Applicable (campus does not use)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes  No

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?

Yes  No  Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

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 status?  
 Yes  No  Not Applicable (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, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes  No
- 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 (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (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)
- 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?  
 Mr. Mark DeCola, the director for education for the campus, is responsible for the administration of satisfactory academic progress. Mr. DeCola holds a diploma in cosmetology from Arlington Academy in Illinois and both a cosmetology license and cosmetology instructor licence from the State of Nevada. Prior to his employment with the campus in 2006, Mr. DeCola was a stylist, cosmetology instructor, and student engagement coordinator.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 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 (campus has not changed tuition or fees)

4.46 Is the campus' 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 Is the campus following its stated refund policy?

Yes     No

4.49 Does the campus participate in Title IV financial aid?

Yes     No

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Sharon Walker is responsible for the oversight of financial aid at the campus. Ms. Walker earned a bachelor's degree in business administration from Columbia College in Illinois and both a paralegal certificate and a master's degree in integrated marketing communications from Roosevelt University, also in Illinois. She had more than 10 years of financial aid packaging, compliance and financial aid management experience from her employment with Lincoln Educational Services, Corinthian Colleges, The Cooking and Hospitality Institute of Chicago, and Expertise Cosmetology Institute before accepting her current position at the campus.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes     No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes     No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes     No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Walker maintains a membership with the National Association of Student Financial Aid Association (NASFAA) and participates in conferences and training calls with the corporate director of financial aid to discuss current policy, regulation changes, and any financial aid concerns. Additional training is provided through conferences, workshops, and webinars attended throughout the year, which focus on tax filing requirements, 150% direct loan usage, federal updates, types and sources of financial aid, lending discrimination, cohort default rate, calculations and management, over-award and over-payments, and the basics of direct loans.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes     No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes     No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes     No

- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Each of the licensed cosmetology instructors, director of education, early student engagement coordinator and the regional campus president, counsel students on their progression through their program. The campus offers an in-depth new student orientation, a resource lab, and seminars that engage students in the proper techniques of conflict resolution, conflict management and/or confrontation. Individual instruction and tutoring are available for any student requiring additional assistance or in need of academic support outside of the classroom. The career services department offers employment services to active students and alumni such as resume writing and cover letter advisement, mock interviews, and job search techniques. It assists with full and part time employment opportunities. The early student engagement coordinator offers seminars on enhancing communication skills, goal setting, and professional development.

- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes     No     Not Applicable

- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Sonya Petrie, regional director of admissions and career services is responsible for student recruitment. As mentioned previously, Ms. Petrie holds degrees in English and education and has more than 18 years' sales and marketing management experience.

- 4.61 Does the campus offer employment assistance to all students?

Yes     No     Not Applicable (campus enrolls only international students on a student visa)

- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes     No

- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 120

The ending enrollment reported on the previous year's CAR is 120

The beginning and ending enrollment data are identical; however, the data provided in the back-up documentation do not support the information in the CAR.

- 4.64 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 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a))** The team was unable to verify the retention rates reported by the campus on its 2013 Campus Accountability Report (CAR). The backup documentation for the CAR provided to the team included duplicate entries for the following students and resulted in producing inaccurate retention rates for both of the academic programs:

- diploma in aesthetics program: Devan Franklin, Corelle Jimerson, Oxana Ramsey, and Melina Redona.

- diploma in cosmetology program: Christina Abbott, Carissa Brackbill, Aishat Collins, Brenda Dunham Ward, Tiffany Jarnagin, Crystal Morgan, Viviana Rodriguez, Heather Rollins, and Amy Schuyler.

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

All students are required to complete an entrance and exit interview. In addition to students completing the entrance/exit counseling, the financial aid representative counsels students on responsible borrowing and provides students with access to a robust financial literacy portal, including repayment calculators, modules on managing finances, loan repayment, and general financial literacy. Students who have Direct Loans complete their exit loan counseling via the [www.studentloans.gov](http://www.studentloans.gov) website and may review all student loan history on the National Student Loan Data System (NSLDS).

4.67 Describe the extracurricular activities of the campus (if applicable).

The campus offers a variety of activities, which are sponsored by the early student engagement coordinator and the education and career services departments. These activities are designed to promote community, school pride, and creativity and include fantasy make-up and nail competitions, spirit week, and job fairs. Additionally, students have an opportunity to participate in several cosmetology design teams.

## 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?

Mr. Mark DeCola is the director of education and oversees the educational activities of all programs at the campus. Mr. DeCola holds a diploma in cosmetology from Arlington Academy in Illinois and a cosmetology license and a cosmetology instructor license from the State of Nevada. He has served as the director of education since November 2006. Prior to his current position, Mr. DeCola was a stylist, cosmetology instructor, and student engagement coordinator for 17 years.

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 job description for the director of education contains language that is sufficiently broad to give him the authority necessary to carry out his academic oversight and supervisory duties. The position is 100 percent administrative, allowing him time to carry out those responsibilities.

- 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 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

#### FOR NEW GRANTS ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes     No (*Skip to question 5.14*)

#### FOR ALL CAMPUSES

- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes     No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes     No
- 5.16 What provisions are made for individual differences among students?  
 The campus provides individual tutoring for students who need it and extra skills practice time when appropriate. Its transfer of credit policy would allow new students to start their studies with advanced standing. Classroom observations by the team confirmed that instructors' lessons plans target various learning styles. There was effective use of visual aids, overhead projectors, computer presentations, handouts, and charts to fully engage students.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Faculty is encouraged to evaluate, revise, and make changes to the curriculum by participating on the Euphoria Institute curriculum committees. Faculty makes suggestions to the director of education who, in turn, takes the suggestions to the regional campus president. Approved ideas are then forwarded to the corporate level for ultimate approval or disapproval.
- 5.18 Does the faculty participate in this process?  
 Yes  No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes  No  Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes  No
- 5.25 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
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes  No
- 5.27 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) 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)
- 5.28 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 keeps record of all in-service activities in a binder located in the director of education's office. Agendas and meeting minutes are stored together, along with a signature of all attendees.

There was evidence of assessment procedures taken for the purpose of setting priorities and making decisions to enhance faculty and student effectiveness. There was balanced representation of faculty and administration to discuss responsibilities, regulations, organizational matters, and technical resources. The team found evidence of faculty and administration support and consensus-based decision-making processes.

- 5.29 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
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes     No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes     No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes     No

#### **GENERAL COMMENTS:**

The educational programs and activities of the campus are consistent with the stated mission and adequately achieve and produce measurable results for student success and outcomes. The program curricula have both quantitative and qualitative standards and are designed to assist students in the application of relevant skills in the workplace. The instructional procedures, materials, and technology are appropriate to the curricula objectives and standards of the campus's academic offerings.

#### **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).  
 The campus is well-located in a moderately high-traffic shopping center on one of the main highways in Henderson. It occupies 16,000 square feet on one level facility with plenty of parking in the front of the building. There are an adequate number of reserved handicapped-parking spaces, based on the campus's square footage. The building is fully compliant with applicable provisions of the American with Disabilities Act. In addition to its fully equipped multiple classrooms/labs, the campus houses a full- service salon and spa, staffed by students under instructor supervision and open to the public. The campus is designed and approved to accommodate just over 200 students, although total current enrollment between day and night is 114 students.
- 6.02 Does the campus utilize any additional space locations?  
 Yes     No

- 6.03 Does the campus utilize campus additions?  
 Yes  No
- 6.04 Are all facilities (including additional space and campus additions) 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 campus additions)?
- (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

## PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The team reviewed the Euphoria Institute of Beauty Arts and Sciences 2013-2015 official school catalog, volume IX, revised May 2013.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 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 listing of all scholarships, grants, and/or loans offered.  
 Yes     No     Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).  
 Yes     No     Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes     No

- 7.06 Does the campus offer courses and/or programs via distance education?  
 Yes  No
- 7.07 Does the catalog contain an addendum/supplement?  
 Yes  No
- (a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?  
 Yes  No
- (b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?  
 Yes  No
- (c) Do students receive a copy of the addendum/supplement with the catalog?  
 Yes  No
- 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 Yes, answer the following:
- (a) Are all campuses using the same catalog of common ownership?  
 Yes  No
- (b) Are all photographs utilized properly labeled to identify the location depicted?  
 Yes  No
- (c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?  
 Yes  No
- 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 via television, newspaper ads, brochures, open house flyers, and online.
- 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

7.14 Does the campus utilize services funded by third parties?

Yes  No

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 (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The institutional performance information that campus routinely provide to the public are the student retention and placement rates and the student gainful employment disclosures.

Where is this information published and how frequently is this information being updated?

The information is published at the campus website and is updated annually.

## LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

### FOR ALL PROGRAMS

8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

8.04 Are adequate staff provided to support the 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 the appropriate resources to continuously assess the library services and holdings. Mr. Mark DeCola, the director of education, has the responsibility of maintaining the on-site collection, training students and faculty on the collection. Mr. DeCola has completed the appropriate library training and is qualified to assist students with assessing library resources.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes       No

### FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes       No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes       No

8.27 Is there a current inventory of instructional resources?

Yes       No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes       No

## 9. PROGRAM EVALUATION

### **Diploma in Cosmetology**

### **Diploma in Aesthetics**

### FOR ALL PROGRAMS

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

Yes       No

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The experienced faculty uses modern equipment and professional grade supplies to fully prepare a person for a successful career in the cosmetology and aesthetics industry. The campus has curriculum specific classrooms and practical training areas for cosmetology and aesthetics that were designed to replicate a daily real-world work environment. The programs were designed to develop students' technical skills as well as offer personal professional development. The Euphoria Institute of Beauty Arts & Sciences is an open-to-the public facility where patrons from the community come in for beauty services.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes       No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?

The state pass rate for cosmetology and aesthetics is 75 percent.

(b) What are this program's pass rates for the past three years?

Year: 2011      Pass Rate: 99.9 cosmetology and 99.9 aesthetics

Not Available

Year: 2012      Pass Rate: 95.24 cosmetology and 95.24 aesthetics

Not Available

Year: 2013      Pass Rate: 96.8 cosmetology and 96.88 aesthetics

Not Available

These rates are for the theory (written) portion of the exam only. The National Interstate Council of Nevada does not provide composite scores for license test-takers. It does, however, provide the results of the practical tests in a separate report. The team was provided with copies of that report which confirmed that the campus's pass rates on the practical exam were 100 percent in 2012 and in 2013.

- (c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?  
 Yes       No       Not Applicable

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

As the director of education since November 2006, Mr. Mark Decola oversees the educational activities of all programs at the campus. As stated earlier in this report, Mr. Decola has a diploma in cosmetology and both a cosmetology license and cosmetology instructor license from Nevada. For 17 years before assuming his current position, he worked as a stylist, cosmetology instructor, and student engagement coordinator.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes       No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

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 (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes       No       Not Applicable (Additional Location Inclusion only)

As noted in the team's response to question 4.64, retention rates for these programs could not be verified with the back-up data provided by the campus. The cosmetology program had six duplicate names and the aesthetics program had four duplicates. Nevertheless, with the team's treating those duplicates as drops, the retention rate for each program remained significantly above the ACICS standard of 70 percent. The cosmetology retention rate would decrease from 90 percent to 84.8 percent and, for the aesthetics program, the rate would change from 88 percent to 81 percent.

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The use of community resources includes field trips and an advisory board. These resources are used to enrich programs by letting students see in-field applications of knowledge and skills they have learned when they visit local salons, spas, entertainment district salons and spas. Input and recommendations received from the

advisory board serve to strengthen the curriculum of both programs and, thereby, to improve the employability of graduates.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes  No

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

Yes  No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes  No (*Skip to question 9.13*)

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

Yes  No

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

Yes  No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(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

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers or graduates for the following programs:

Diploma in Cosmetology - 8

Diploma in Aesthetics - 9

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Diploma in Cosmetology - 8

Diploma in Aesthetics - 9

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes  No  Not Applicable

#### **FOR NEW GRANTS AND INITIAL GRANTS ONLY**

9.20 Does the campus participate in Title IV financial aid?

Yes  No

- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

**FOR ALL VISITS**

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes     No
- (b) Well-defined instructional objectives.  
 Yes     No
- (c) The selection and use of appropriate and current learning materials.  
 Yes     No
- (d) Appropriate modes of instructional delivery.  
 Yes     No
- (e) The use of appropriate assessment strategies.  
 Yes     No
- (f) The use of appropriate experiences.  
 Yes     No

**FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes     No

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

- 9.26 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

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

Yes       No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes       No

9.31 What is the current student/teacher ratio?

The student/teacher ratio is 10:1 in the diploma program in cosmetology and 6:1 in the diploma program in aesthetics.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes       No

**SUMMARY**

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
<b>1.</b>	<b>3-1-111</b>	The Campus Effectiveness Plan (CEP) does not adequately address the baseline data, types of data used for assessment, or how the data will be used to improve the educational processes (page 5).
<b>2.</b>	<b>3-1-303(a)</b>	The team was unable to verify the retention rate as reported in the back-up data of the 2013 Campus Accountability Report (CAR) (page 18).
<b>3.</b>	<b>3-1-303(e)</b>	The campus does not maintain consistent graduate transcripts in regards to clock hours completed (page 9).

**RECOMMENDATIONS:**

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

- Ensure that all instructors have proficient comprehension for the entire scope of cosmetology ranging from the basics to current trends. During the team's interviews, students expressed strong concerns regarding the lead instructor's skill set. They felt that her sole strength is in hair weaving and, because of that limitation, they were not being taught the most current trends, including how to do gel nails.



**QUALITY ASSURANCE MONITORING: READINESS REPORT**  
**Bachelor's Degree Information Systems and Cybersecurity**

**ITT Technical Institute**  
**2431 W. Aviation Avenue**  
**North Charleston, SC, 29406**  
**ACICS ID Code: 00033780**

Ms. Dawn Brandt, Director (dbrandt@itt-tech.edu)  
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**MAIN**  
**ITT Technical Institute**  
**9511 Angola Court**  
**Indianapolis, IN 46268**  
**ACICS ID Code: 00016040**

January 21, 2015

**Projected Enrollment in the New Program During Its First Year of Operation: 25**

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**ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS**

ED00021378

## REPORT QUESTIONS

### MISSION

R.01 Is the mission statement appropriate for the type of new credential offered?

Yes  No

### RELATIONS WITH STUDENTS

R.02 Does the campus have appropriate admissions criteria for this program?

Yes  No

R.03 Are there any admissions requirements unique to this program?

Yes  No

### EDUCATIONAL ACTIVITIES

R.04 Is licensure, certification or registration required to practice in the specific career field?

Yes  No (*Skip to Question R.06.*)

R.06 Who is assigned to administer all academic programs, and what are this person's qualifications?

Dr. Bradley Wesner, was appointed as the dean to administer all academic programs. Dr. Wesner holds a doctorate degree in leisure studies from the University of Illinois; a master's degree in English from the University of Nebraska; a master's degree in divinity from Erskine Theological Seminary; a master's degree in Parks and Recreation from Western Illinois University; a master's degree in Christian education from Central Baptist Theological Seminary; and a bachelor's in education with a concentration in English from Central Missouri State University. Dr. Wesner has over 13 years experience as an educator and campus administration.

R.07 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

R.08 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

Ms. Janice Prior was appointed as lead instructor of the information systems and cybersecurity program on September 16, 2014. Ms. Prior holds a master's degree in engineering from Southeastern Institute of Technology and bachelor's degree in electrical Engineering from The University of Alabama. Ms. Prior holds SANS Institute certifications GSEC and GSEC Global Information Assurance Certifications (GIAC) for UNIX Security Administrator; Security Essentials; Security Leadership; Routers, Firewalls and Virtual Private Networking (VPN); Intrusion Analysis, and incident handling. She also received a certification from the United States Office of Personnel Management for Executive Leadership. Ms. Prior has over 20 years professional experience as an information security and cloud computing researcher and principal

scientist for private industry and government organizations. She has two years of professional experience in higher education.

- R.09 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- R.10 Does the program administrator have sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- R.11 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- R.12 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?  
 Yes  No
- R.13 Are appropriate provisions made in the new program for individual differences among students?  
 Yes  No
- R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?  
 Yes  No
- R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- R.16 Are course prerequisites appropriate?  
 Yes  No
- R.17 Is an appropriately detailed syllabus on file for each course in the program?  
 Yes  No
- R.18 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  
 Not Applicable (these elements are not part of the program or no student is at that point in the program)
- R.19 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?  
 Yes  No  
 Not Applicable (no courses are offered via independent study)

- R.20 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No
- R.21 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes  No
- R.22 Are official transcripts for all credentials held on file for all instructors in the program?  
 Yes  No
- R.23 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States?  
 Yes  No  
 Not Applicable (no faculty hold foreign transcripts)
- R.24 What is the campus' plan to continue to provide qualified faculty to teach in the new program?  
 The campus currently is advertising for qualified faculty and are in the process of reviewing applicants for new adjunct instructor positions to teach in the Information Systems and Cybersecurity program.
- R.25 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes  No
- R.26 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?  
 Yes  No
- R.27 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?  
 Yes  No

#### FOR BACHELOR'S DEGREES ONLY

- R.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 the equivalent?  
 Yes  No
- R.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?  
 Yes  No
- R.42 Are all general education courses appropriate for the program and do they meet Council standards?  
 Yes  No

- R.43 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?  
 Yes  No
- R.44 If the campus offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly and accurately describe the requirements for admission?  
 Yes  No  
 Not Applicable (campus offers all four years of the degree)
- R.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- R.46 Is there evidence that curricular offerings require the appropriate use of library resources?  
 Yes  No

### **LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY**

#### **FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY**

- R.62 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No
- R.63 What is the amount of the current year's library budget?  
 The current year's library budget has not been received, however, the 2014 library budget \$4,754.00.
- R.64 What portion of the current year's library budget has been spent and how has the money been allocated?  
 100% of the 2014 budget was allocated for the virtual library. Print materials for the information systems and cybersecurity program were obtained from the 2013 budget.

#### **FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY**

- R.65 Does the faculty inspire, motivate, and direct student usage of the library resources?  
 Yes  No
- R.66 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes  No
- R.67 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes  No

- R.68 Are the library holdings for this program, including full-text online collections, up-to-date and adequate for the new program?  
 Yes  No
- R.69 Describe the campus' plans for continuing to provide library and instructional resources to support the new program?  
 The campus maintains EBSCOhost Online Research Databases which contain concentrations in both Business and Cybersecurity. These resources are used in concert with Proquest and many other generally-accepted resources, which are constantly updated with current peer-reviewed articles and publications. Print media resources will be ordered upon request from faculty and students as appropriate.
- R.70 Describe any full-text online collections available to students:  
 All EBSCOhost Online Research Databases, Proquest, and other databases contain full-text online collections of books, periodicals, and other peer-reviewed journal articles which are current and historical in nature.
- Not Applicable (online resources are not utilized)

#### FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- R.71 Is there a professionally trained individual (holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable) on staff who supervises and manages the library and instructional resources, facilitates their integration into all phases of the campus' curricular and educational offerings, and assists students in their use?  
 Yes  No
- R.72 Is documentation on file to evidence the librarian participates in professional growth activities?  
 Yes  No
- R.73 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
 Ms. Kathryn Closter is the corporate librarian. She holds a master of library science degree from Indiana University and a bachelor of arts degree in zoology from Miami University. Ms. Closter is assisted locally by Ms. Ashley Marn. Ms. Marn holds a master of business administration degree from ITT Technical Institute, a bachelor of science degree in management from the University of Pittsburgh and assists students 40 hours per week in the Learning Resource Center (LRC). The LRC is open Monday through Thursday from 8:00am to 9:00pm, Fridays from 8:00am to 6:00pm, and Saturdays from 8:00am to 2:00pm. Ms. Marn has a part-time assistant who ensures the LRC hours are fully covered both of whom have received training from Ms. Closter.
- R.74 Is there a trained individual, who is competent to both use and aid in the use of library technologies and resources, on duty to supervise the library and to assist students with library functions during scheduled library hours?  
 Yes  No

R.75 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes

No

## **SUMMARY**

Based on the team's review, there are no areas requiring additional information.



**QUALITY ASSURANCE MONITORING: READINESS REPORT**  
**Bachelor's Degree in Project Management And Administration**

**CAMPUS**

**ITT Technical Institute**  
**2431 W. Aviation Avenue**  
**North Charleston, SC 29406**  
**ACICS ID Code: 00033780**

Ms. Dawn Brandt, Director (dbrandt@itt-tech.edu)  
 (Regulatory136@itt-tech.edu)

**MAIN**

**ITT Technical Institute**  
**9511 Angola Court**  
**Indianapolis, IN 46268**  
**ACICS ID Code: 00016040**

**Date of Visit (January 21, 2015)**

**Projected Enrollment in the New Program During Its First Year of Operation: 25**

Mr. Michael Bleacher	Specialist	Colorado Community Colleges	Denver, CO
Frenika Rivers	ACICS Coordinator	ACICS	Washington, DC

## REPORT QUESTIONS

### MISSION

R.01 Is the mission statement appropriate for the type of new credential offered?

Yes  No

### RELATIONS WITH STUDENTS

R.02 Does the campus have appropriate admissions criteria for this program?

Yes  No

R.03 Are there any admissions requirements unique to this program?

Yes  No

### EDUCATIONAL ACTIVITIES

R.04 Is licensure, certification or registration required to practice in the specific career field?

Yes  No (*Skip to Question R.06.*)

R.06 Who is assigned to administer all academic programs, and what are this person's qualifications?

Dr. Bradley Wesner, was appointed as the dean to administer all academic programs. Dr. Wesner holds a doctorate degree in leisure studies from the University of Illinois; a master's degree in English from the University of Nebraska; a master's degree in divinity from Erskine Theological Seminary; a master's degree in Parks and Recreation from Western Illinois University; a master's degree in Christian education from Central Baptist Theological Seminary; and a bachelor's in education with a concentration in English from Central Missouri State University. Dr. Wesner has over 13 years experience as an educator and campus administration.

R.07 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

R.08 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

Dr. Stacy Truelove is the lead faculty member assigned to the program. She is ABD in her PhD from Capella University in information technology, holds an MSA from Central Michigan University in information resource management and a dual BS from Park University in management and computer information systems, and an AAS from Arizona Western College in computer information systems. Dr. Truelove has extensive experience in the area of project management and has been in her current position since program inception.

R.09 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

- R.10 Does the program administrator have sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- R.11 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- R.12 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?  
 Yes  No
- R.13 Are appropriate provisions made in the new program for individual differences among students?  
 Yes  No
- R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?  
 Yes  No
- R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- R.16 Are course prerequisites appropriate?  
 Yes  No
- R.17 Is an appropriately detailed syllabus on file for each course in the program?  
 Yes  No
- R.18 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  
 Not Applicable (these elements are not part of the program or no student is at that point in the program)
- R.19 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?  
 Yes  No  
 Not Applicable (no courses are offered via independent study)
- R.20 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No
- R.21 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes  No

- R.22 Are official transcripts for all credentials held on file for all instructors in the program?  
 Yes  No
- R.23 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States?  
 Yes  No  
 Not Applicable (no faculty hold foreign transcripts)
- R.24 What is the campus' plan to continue to provide qualified faculty to teach in the new program?  
Their plan states "Current faculty... is adequate to maintaing the programs initially... New faculty will be added as need is proven."
- R.25 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes  No
- R.26 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?  
 Yes  No
- R.27 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?  
 Yes  No

**FOR BACHELOR'S DEGREES ONLY**

- R.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 the equivalent?  
 Yes  No
- R.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?  
 Yes  No
- R.42 Are all general education courses appropriate for the program and do they meet Council standards?  
 Yes  No
- R.43 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?  
 Yes  No

- R.44 If the campus offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly and accurately describe the requirements for admission?  
 Yes       No  
 Not Applicable (campus offers all four years of the degree)
- R.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- R.46 Is there evidence that curricular offerings require the appropriate use of library resources?  
 Yes       No

### **LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY**

#### **FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY**

- R.62 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes       No
- R.63 What is the amount of the current year's library budget?  
 The 2015 budget has not been released. The 2014 budget was \$5382.
- R.64 What portion of the current year's library budget has been spent and how has the money been allocated?  
 None of the 2015 budget has been spent. 100% of the 2014 budget was spent. \$4754 was spent on online resources described below, and \$628 was spent on print resources.

#### **FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY**

- R.65 Does the faculty inspire, motivate, and direct student usage of the library resources?  
 Yes       No
- R.66 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes       No
- R.67 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes       No
- R.68 Are the library holdings for this program, including full-text online collections, up-to-date and adequate for the new program?  
 Yes       No
- R.69 Describe the campus' plans for continuing to provide library and instructional resources to support the new program?

The campus maintains EBSCOhost Online Research Databases which contain concentrations in both Business and Cybersecurity. These resources are used in concert with Proquest and many other generally-accepted resources, which are constantly updated with current peer-reviewed articles and publications. Print media resources are ordered upon request from faculty and students as appropriate.

R.70 Describe any full-text online collections available to students:

All EBSCOhost Online Research Databases, Proquest, and other databases contain full-text online collections of books, periodicals, and other peer-reviewed journal articles which are both current and historical in nature.

Not Applicable (online resources are not utilized)

### FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

R.71 Is there a professionally trained individual (holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable) on staff who supervises and manages the library and instructional resources, facilitates their integration into all phases of the campus' curricular and educational offerings, and assists students in their use?

Yes  No

R.72 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes  No

R.73 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Kathryn Closter is the corporate librarian. She holds a master of library science degree from Indiana University and a bachelor of arts degree in zoology from Miami University. Ms. Closter is assisted locally by Ms. Ashley Marn. Ms. Marn holds a master of business administration degree from ITT Technical Institute, a bachelor of science degree in management from the University of Pittsburgh and assists students 40 hours per week in the Learning Resource Center (LRC). The LRC is open Monday through Thursday from 8:00am to 9:00pm, Fridays from 8:00am to 6:00pm, and Saturdays from 8:00am to 2:00pm. Ms. Marn has a part-time assistant who ensures the LRC hours are fully covered both of whom have received training from Ms. Closter.

R.74 Is there a trained individual, who is competent to both use and aid in the use of library technologies and resources, on duty to supervise the library and to assist students with library functions during scheduled library hours?

Yes  No

R.75 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes  No

## **SUMMARY**

Based on the team's review, there are no areas requiring additional information.



## REEVALUATION VISIT REPORT

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**1927 Lakeside Parkway**  
**Tucker, Georgia**  
**ACICS ID CODE 00038381**

**Mr. Glenn Mack, Campus President ([gmack@atlanta.chefs.edu](mailto:gmack@atlanta.chefs.edu))**  
**[acicsinfo@atlanta.chefs.edu](mailto:acicsinfo@atlanta.chefs.edu)**

**MAIN CAMPUS**  
**Le Cordon Bleu**  
**Portland, Oregon**  
**ACICS ID Code: 00038375**

June 19-20, 2014

Scot Ober	Chair	Words etc, Inc.	Tucson, Arizona
Alvin Marrow	Student-Relations Specialist	Florida Metropolitan University	Winter Park, Florida
Pat Talbert	Educational Activities Specialist	Ustawi Research Institute	Apple Valley, Minnesota
Karly Zeigler	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY**  
**Le Cordon Bleu College of Culinary Arts Atlanta**  
**Tucker, GA 30084**  
**ACICS ID: 00038381**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Qtr. Hrs.	Enroll: Full- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Associate of Occupational Science	Academic Associate's Degree	Le Cordon Bleu Culinary Arts	107	543	91.5%	75.0%	79.7%	67.0%
Associate of Occupational Science	Academic Associate's Degree	Le Cordon Bleu Patisserie & Baking	106	129	86.4%	71.8%	76.6%	68.2%
Certificate	Certificate	Le Cordon Bleu Culinary Arts	55	92	79.2%	71.3%	75.6%	<b>53.6%</b>
Certificate	Certificate	Le Cordon Bleu Patisserie & Baking	55	45	79.0%	70.5%	71.4%	<b>46.2%</b>
<b>TOTAL ENROLLMENT</b>				<b>809</b>				

*Notes:* Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs =<1 in length) and any placement rates below 70 percent.

## INTRODUCTION

Le Cordon Blue College of Culinary Arts in Tucker is one of 16 campuses nationwide. It offers two diploma programs in culinary arts and in patisserie and baking and two academic associate degrees in the same two fields. The campus draws about half of its students from the metropolitan Atlanta area. The student population is about equally divided between male and female, and 63 percent are African-American. Most students are between the ages of 20 and 29.

In 2010, the campus discontinued offering its two associate-degree programs and experienced a severe decline in enrollment. The following year, the campus reinstated the two programs and enrollments stabilized. The campus expects to cap its enrollment at about 1100 students within a year or so, up from its current enrollment of 809 students.

**1. MISSION**

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement is found on page 6 of the 2014-2015 campus catalog.
- 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 and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No
- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is an additional location, does the additional location 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 five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes  No

Originally, the new 2014 CEP did not contain adequate data regarding all of the required elements, but the team reviewed the 2013 CEP, which documented that the data was being added to the CEP throughout the year.

- 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed. The campus uses results from required capstone courses, competency checklists for many courses, and licensure rates to measure student learning outcomes.
- 1.12 Are the following identified and described in the CEP?
- (a) The baseline data for each outcome.  
 Yes  No  Not Applicable
- (b) The data used by the campus to assess each outcome.  
 Yes  No  Not Applicable
- (c) How the data was collected.  
 Yes  No  Not Applicable
- (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  
 Yes  No  Not Applicable
- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?  
 Yes  No  Not Applicable (new additional location or initial applicant only)
- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?  
 Yes  No  Not Applicable (new additional location only)
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.  
 The campus has recently begun offering three orientation sessions for new students instead of just one in order to provide more information to new students. The campus has also begun an initiative of having all the instructors talking to their colleagues around the area in an attempt to identify more externship sites and more employment opportunities for its graduates.
- 1.16 Does the campus have documentation to show the following?

- (a) That the CEP has been implemented.  
 Yes     No
- (b) That specific activities listed in the plan have been completed.  
 Yes     No
- (c) That periodic progress reports have been completed.  
 Yes     No

- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.  
 Mr. Glenn Mack, market president, is responsible for implementing and monitoring the CEP. He formerly opened and managed a culinary arts academy in Austin, Texas. He holds an associate degree in culinary arts from the Texas Culinary Arts Academy, a bachelor's degree in Russian language and literature from the University of Texas, a master's degree in communication and international affairs from Columbia University, and an Ed.D. degree in organizational leadership from Nova Southeastern University. He has about nine years of culinary arts work experience and has held the position of market president since 2009.
- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes     No     Not Applicable (new additional location or initial applicant only)

## 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 Does the campus:
- (a) Adequately train its employees?  
 Yes     No
- (b) Provide them with constant and proper supervision?  
 Yes     No
- (c) Evaluate their work?  
 Yes     No
- 2.03 Is the administration of the campus efficient and effective?  
 Yes     No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?  
 Yes     No
- (b) Know the person to whom they report?  
 Yes     No

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

Yes  No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes  No

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

Yes  No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes  No

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?

Mr. Glenn Mack, market president, is responsible for the financial oversight of the campus. As mentioned earlier, he formerly opened and managed a culinary arts academy in Austin, Texas. He holds an associate degree in culinary arts from the Texas Culinary Arts Academy, a bachelor's degree in Russian language and literature from the University of Texas, a master's degree in communication and international affairs from Columbia University, and an Ed.D. degree in organizational leadership from Nova Southeastern University. He has about nine years of culinary arts work experience and has held the position of market president since 2009.

### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes  No

3.02 Are all staff well trained to carry out administrative functions?

Yes  No

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

Mr. Glenn Mack, market president, is the on-site administrator. As mentioned earlier, he formerly opened and managed a culinary arts academy in Austin, Texas. He holds an associate degree in culinary arts from the Texas Culinary Arts Academy, a bachelor's degree in Russian language and literature from the University of Texas, a master's degree in communication and international affairs from Columbia University, and an Ed.D. degree in organizational leadership from Nova Southeastern University. He has about nine years of culinary arts work experience and has held the position of market president since 2009.

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

Yes  No

- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
- (a) Financial aid activities.  
 Yes     No     Not Applicable (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
- 3.06 Does the campus admit ability-to-benefit students?  
 Yes     No (*Skip to Question 3.11.*)
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes     No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes     No
- 3.13 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
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes     No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes     No

- 3.16 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

- 4.01 How many student files were reviewed during the evaluation?  
 The team reviewed 50 files of students classified on the 2013 CAR either as withdrawals (6), currently enrolled (30), and graduates (9). The team also reviewed files of students who received transfer credit and of those who were on academic warning/probation (5). In addition, ledger cards for a sampling of the student files were reviewed.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes     No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes     No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes     No
- 4.05 Is there evidence 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)?  
 Yes     No
- 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
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes     No

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

Mr. Christian Liuba, the campus director of admissions, is responsible for the oversight of student recruitment at the campus. Mr. Liuba, who has been in his current position since March 2006, has collegiate work at American Intercontinental University-Atlanta in business and marketing. Prior to coming to the campus, he served as an admissions supervisor at Ashworth University from 2001-2006. Mr. Liuba's professional development includes corporate meetings, conferences in business and ethics, and team-building training.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

The team is able to verify that the recruiting process for new students is ethical and compatible with the educational objectives of the campus. All new students follow the same enrollment process that includes the following: (1) making an appointment with an admissions representative; (2) interviewing and completing a goals worksheet; (3) taking an on-line tour of the campus, including a review of programs and services offered; (4) attending a student orientation session to learn about the programs and services offered at the campus as well as meeting faculty, staff, and students; (5) assessing academic proficiency through the Wonderlic examination; (6) filling out an enrollment agreement; (7) visiting and consulting with financial aid; and (8) completing a class schedule for the first six-week session. The campus follows the same process for all new students to ensure that they are given accurate information regarding courses, programs, services, and operating policies that are consistent with the educational objectives of the campus.

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

4.13 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

If *Yes*, is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

Yes  No

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

Yes     No

If Yes, is evidence of licensure or registration on file?

Yes     No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes     No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

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

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes     No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes     No

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes     No     Not Applicable

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

Yes     No

4.21 Has the campus established articulation agreements with other institutions?

Yes     No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

If Yes, has the campus published a list of institutions with which it has established the agreements?

Yes     No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

Yes     No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes     No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?  
The standards of satisfactory academic progress (SAP) policy is published on pages 78-81 of the Le Cordon Bleu College of Culinary Arts 2014-2015 catalog.

4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)
- Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)
- A warning status.  
 Yes  No  Not Applicable (campus does not use)
- A probationary period.  
 Yes  No
- An appeal process.  
 Yes  No
- An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)
- The effect when a student changes programs.  
 Yes  No  Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (campus only offers one credential)
- The implications of transfer credit.  
 Yes  No

4.26 Does the campus apply its SAP standards consistently to all students?

- Yes  No

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?  
 Yes     No     Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 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 status?  
 Yes     No     Not Applicable (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, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes     No
- 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 (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (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)
- 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. Renee Wilson, the associate registrar, and Mr. Daryl Shular, the director of education, are responsible for the administration of satisfactory academic progress. Ms. Wilson, who has been in her current position since September 2010, coordinates and administers the SAP policy based on the calculations received from the corporate office (Le Cordon Bleu Central in Chicago, Illinois). She holds a bachelor's degree in marketing and management from Western Michigan University. Prior to her current position, she served as a registrar and student advisor at Ashworth College (2004-2009). Her

professional development includes a registrar certification program membership in the American Association of Collegiate Registrars and Admissions Officers. Mr. Shular, the director of education, is the person responsible for making the final decision on warning, probation, and dismissal. He holds an associate's degree in culinary arts from the Art Institute of Atlanta and has been in his current position since July 2012. Mr. Shular is a past member of the USA Culinary Team, a guest speaker at local and national conferences, and a member of numerous culinary associations.

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

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 Question 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 (campus has not changed tuition or fees)

4.46 Is the campus' 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 Is the campus following its stated refund policy?  
 Yes     No

4.49 Does the campus participate in Title IV financial aid?  
 Yes     No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Jamehia Thibeaux, the campus business operations manager, is responsible for the on-site administration of student financial aid. Ms. Thibeaux, who has been in her current position since 2013, has a bachelor's degree in business from Colorado Technical University. Prior to her current position, she was employed as director of financial aid for the International Academy of Design and Technology (2007-2013). Ms. Thibeaux was on medical leave at the time of the visit, but Mr. Brandon Skinner, a representative from the corporate office, was assuming her duties as the acting campus financial aid officer.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes     No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes     No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes     No

At the time of visit, the acting financial aid officer, Mr. Brandon Skinner, was not a member of a regional, state, or federal financial aid association. The campus purchased a membership for him in the Georgia Association of Student Financial Aid Administrators prior to the team's departure.

- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
The financial aid office stays current with regulation and policy changes in financial aid by participating in weekly team meetings on campus. In addition, the financial aid office participates in bi-weekly Webinars from the corporate office, listens to outside speakers who come on campus to share their expertise, and participates in conferences and videos sponsored by the corporate office.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes     No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes     No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes     No (*Skip to question 4.58.*)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
Orientation is provided for all new students who live in the Atlanta metropolitan area prior to the commencement of classes. The orientation program provides students with the opportunity to meet key campus personnel, network with other new students, and become familiar with pertinent rules and regulations of Le Cordon Bleu-Atlanta. Topics discussed include attendance, current grades, classes, GPA, and progression as it relates to SAP. In addition to orientation on campus, Le Cordon Bleu-Atlanta provides an on-line orientation for all new students who live outside the Atlanta area and cannot travel to campus for the required orientation session. The on-line orientation provides students with same information as the on-campus program. The campus also provides students with transportation assistance, housing referrals, childcare information, tutoring, part-time employment opportunities, and behavioral health referrals.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes     No     Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
Mr. Tirrell Anthony, the campus director of career services, is responsible for the oversight of counseling students on employment opportunities. Mr. Tirrell holds an associate's degree in human resources management from American Intercontinental University. He has been employed in his current position since September 2013. Prior to his current position, he served as a career services adviser, student services coordinator, and admissions representative, all with Le Cordon Bleu Orlando, Florida (2001-2013).
- 4.61 Does the campus offer employment assistance to all students?

- Yes     No  
 Not Applicable (campus enrolls only international students on a student visa)

- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes     No

If Yes, explain:

The campus shares placement percentages with prospective students as part of its recruiting activities.

If Yes, does the campus maintain the required data on its graduates and nongraduates?

- Yes     No

- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 937.  
The ending enrollment reported on the previous year's CAR is 937.

- 4.64 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

- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes     No     Not Applicable (campus does not participate in financial aid)

- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

All new students must contact the corporate financial aid office upon their initial arrival on campus. The corporate office gathers the financial aid data and completes a profile of the new students, including an on-line DOE entrance interview, all of which is scanned to the campus portal. The campus financial aid office picks up the process at this point to answer any student questions about the financial aid process, money management (budgeting, savings, spending), and loan repayment obligations. The financial aid office is available for counseling throughout the students' tenure on campus. At the time of externship, the corporate office once again picks up the issue of student finances and provides guidance to students about loan repayment obligations. The corporate office directs students to the on-line DOE exit interview and, upon graduation, provides students with additional information about loan repayment obligations. Students are also given access to the corporate Higher Education Loan Planning (HELP) team that can assist them with loan repayment issues and other financial counseling.

- 4.67 Describe the extracurricular activities of the campus (if applicable).

Le Cordon Bleu-Atlanta provides a multitude of extracurricular activities for students to participate in, including student clubs, culinary competitions (Georgia Pro-Start Competition), and social gatherings. Some specific clubs include the following: Latin Cuisine, Cajun Cuisine, BBQ Club, Asian, Veterans, Slow Food, Experimental Cuisine, Bread Baking and Pastry, Wine and Beverage, Dine-out, and Student Ambassadors. In addition, the campus invites guest speakers to present their ideas to interested students. Many of the speakers are internationally renowned and are inspirational to aspiring future chefs. Students also have an opportunity to participate in community volunteer projects for local charities, fundraisers, and other public events.

**COMMENDATIONS:**

The team commends the campus for its efforts to partner with the community. For instance, the partnership with Big Green Egg, which donated green kettle deep-fry burners; Hormel, which donates the pork for the burners; and Le Cordon Bleu-Atlanta, which provides the cooking expertise, is an outstanding example of the campus building important partnerships with the community and enhancing job placement opportunities. The team also commends the campus for the excellent job in organizing its student files. The files were easy to follow, consistent, and complete in their presentation of student information.

**5. EDUCATIONAL ACTIVITIES**

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?

Mr. Daryl Shular, director of education (DOE), is assigned to oversee the educational activities of all programs at the campus. Mr. Shular holds an associate's degree in culinary arts from the Art Institute of Atlanta. He has been employed with the campus since July 2012. He has been in the culinary arts field for 24 years. Previously, Mr. Shular was the corporate executive chef at Blackstone Performance for Service for six years, and a chef instructor at the Art Institute of Atlanta for 11 years. He is highly qualified to oversee these 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 team was able to speak with the DOE and instructors to learn more about the process for administrators and faculty to develop their programs. Regular meetings are held, and input is given to make the appropriate changes necessary to keep the programs current with industry standards. Instructors are also encouraged to provide suggestions on how to enhance programs. The final changes are made and approved by the corporate administrators.

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 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 question 5.10*)

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

Yes  No (*Skip to question 5.14*)

5.11 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 in length)?

Yes  No

(b) Student placement rate of 70 percent?

Yes  No

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable

How many calls to employers or graduates were attempted?

The following numbers of call were attempted by the program:

Academic associate's degree program in culinary arts – 15

Academic associate's degree program in patisserie and baking- 13

Certificate in culinary arts – 5

Certificate in patisserie and baking - 5

How many calls to employers or graduates were successful?

The following numbers of call were successful by the program:

Academic associate's degree program in culinary arts – 15

Academic associate's degree program in patisserie and baking 13

Certificate in culinary arts – 5

Certificate in patisserie and baking -5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?  
Please explain any discrepancy between the number of successful contacts and confirmations.

All contacts confirmed employment of the graduates as reported on the CAR.

- 5.13 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes     No     Not Applicable
- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes     No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes     No
- 5.16 What provisions are made for individual differences among students?  
 The team was able to speak with the general education faculty regarding how they work with individual differences among students. Instructors stated they provide tutoring, theoretical and practical examples, extra homework assignments, coaching, and multimedia.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
 Le Cordon Bleu implements a standardized curriculum, designed, and developed through faculty recommendations. The team was able to verify that there is a system in place to evaluate, revise, and make changes to the curriculum. The faculty have regular meetings and offer suggestions of ways to improve their programs. Suggestions are also given at staff meetings, and this information is collected and composed by the director of education (DOE) and then forwarded to obtain corporate approval. As well, instructors verified they have the academic freedom to make suggestions that should change the curriculum.
- 5.18 Does the faculty participate in this process?  
 Yes     No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes     No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes     No     Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes     No
- 5.22 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, skip to 5.23)  
 (a) Facilities.  
 Yes     No  
 (b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes     No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes     No

5.25 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

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

Yes     No

5.27 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) 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)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

Yes     No

If Yes, how is this documented?

Each faculty member participates in faculty in-service trainings at the campus. The last in-service training was regarding accreditation, "Faculty Accreditation," which was delivered by the corporate office, Career Education Corporation. Faculty members are scheduled to attend, sign-in, and provided documentation of attendance for their records.

5.29 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

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes     No

- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes     No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes     No
- 5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?  
 Yes     No
- 5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?  
 Yes     No
- 5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?  
 Yes     No
- 5.38 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

### GENERAL COMMENTS

While interviewing some students in general education classes (i.e., PSY2101, Introduction to Psychology; ENG132, English Composition; CST1050, Speech; and MAT1150, Math), the students informed the team that they enjoyed their programs with their instructors because of the one-on-one learning and their cohesive learning experience. The students appreciate all of the hard work and dedication that have been presented to them throughout the term.

### COMMENDATIONS

The team commends the campus for an exceptional job with preparing for the audit and team visit. The electronic records and files were well-prepared, organized, making it easy to retrieve pertinent information.

## 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).  
 The Tucker campus of Le Cordon Bleu is located in a modern one-story building in a suburban business park near Atlanta. Its 60,000 square feet of space comprise ten kitchens, four lecture rooms, a computer lab, faculty and staff offices, and student and staff lounge areas. The building is handicapped accessible, and there is sufficient parking space.

- 6.02 Does the campus utilize any additional space locations?  
 Yes  No
- 6.03 Does the campus utilize campus additions?  
 Yes  No
- 6.04 Are all facilities (including additional space and campus additions) 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 campus additions)?
- (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

**COMMENDATIONS:**

The facility is spacious, attractive, and contains sufficient up-to-date equipment.

**7. PUBLICATIONS**

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The Le Cordon Bleu College of Culinary Arts 2014 - 2015 catalog and addendum was reviewed on-site.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
- 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 listing of all scholarships, grants, and/or loans offered.
- Yes     No     Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).

Yes     No     Not Applicable (initial applicants only)

7.05 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

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

Yes     No

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

Yes     No     Not Applicable

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

Yes     No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes     No (Skip to Question 7.08.)

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

Yes     No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes     No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes     No

7.08 Is the catalog available online?

Yes     No (Skip to Question 7.09.)

7.09 Does the campus utilize a multiple-school catalog?

Yes     No (Skip to Question 7.10.)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes     No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes     No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?  
 Yes     No

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 via brochures and pamphlets, through television and radio spots, and on social media sites to include Facebook, Instagram, Pinterest, Twitter, and YouTube.

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 (*Skip to Question 7.14.*)

7.14 Does the campus utilize services funded by third parties?  
 Yes     No (*Skip to Question 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 (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?  
 The institution publishes on-time completion rates, graduation rates, employment rates, tuition and fees, median loan debt incurred by students, and the occupations that the program may prepare students to enter. The information is available for each campus by program.

Where is this information published and how frequently is this information being updated?

The information is published on their Web site under "www.chefs.edu/disclosures" and is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the 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?  
Suggestions and input for new information and resources are presented to the librarian by faculty, administrators, and the director of education throughout the year. The librarian is also open to student and faculty suggestions for additional books, library materials, audiovisuals, culinary arts resources, and any additional resources that will stimulate the student learning experience.
- Are these methods appropriate?  
 Yes  No
- 8.06 Is the library staff adequately trained to support the library?  
 Yes  No
- 8.07 Is the campus' 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 year's library budget is \$11,600.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
At this time of the visit, \$2,000 of the 2013 budget has been spent. These expenditures include \$1,500 for database fees and office equipment and \$500 for books and supplies.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No
- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
The faculty educate students throughout the term regarding using the library. The team was able to review assignments from students that involved using library resources. As well, the librarian hosts trainings regarding how to use the Internet and database systems, so that faculty and students are knowledgeable. Faculty also inform students that the librarian is available to work with the students and encourage them to use the library.

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 Describe any full-text online collections available to students.

Full-text online collections include a virtual library, called "Cybrary," which can be accessed through the student portal. The students are able to access the library database system that includes multiple e-Library databases. Students have access to many virtual database systems, such as Culinary Arts Collection, Ebook Collection, ERIC, (the Educational Resource Information Center), and a plethora of other database systems via the Cybrary.

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

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Jae Gruber is the on-site librarian. She holds an associate's degree in culinary arts from the Art Institute of Atlanta, an associate's degree of applied science in hotel/restaurant/tourism management from Gwinnett Technical College, and a bachelor's degree in organizational management from Ashford University. She has been employed with the campus since April 2004. Her hours are Monday through Friday from 11:00 a.m. to 6:00 p.m.

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 campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) 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 (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 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes     No
- 8.24 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
- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes     No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes     No
- 8.27 Is there a current inventory of instructional resources?  
 Yes     No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes     No

**COMMENDATIONS:**

The team was able to review multiple library resources available in the Cybrary. There were many students engaged in various learning assignments during the visit and these students were excited to share some of their projects, research assignments, and new information about their program. The team was extremely impressed with the administration and faculty, students, hospitality, and facilities. The team was also impressed with the student ambassadors' hospitality and service.

## **SUMMARY**

There were no areas of noncompliance.

## RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

- During the visit, the campus was able to provide additional information in regards to faculty development. However, the team notes the need to continue organizing and maintaining professional-growth activities and keep the professional development plans individualized.

---

**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B751E-IHARAZDUK>  
**Sent:** 9/29/2014 2:53:58 PM -0400  
**To:** Andrea Olson (AOlson@globeuniversity.edu)  
**Subject:** 2nd Edits - Part II  
**Attachments:** 19776 Le Cordon Bleu- Orlando- New Grant Report.docx; Sanford-Brown Final Report 2.doc

Andrea,

Here is Part II. Two more full-team reports. I'd also ask you to send these along by Wednesday COB, if possible.

Neither of these need to be in track changes.

Let me know if you have any questions. Thanks.

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

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## NEW GRANT VISIT REPORT

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**8511 Commodity Circle, Suite 100**  
**Orlando, FL 32819-8511**  
**ACICS ID Code: 00019776**

Mr. Lamar Farr, Market President-Orlando & Miami (lfarr@orlando.chefs.edu)  
 (ACICSINFO@Orlando.chefs.edu)

**MAIN CAMPUS**  
**Sanford Brown College**  
**Tampa, FL**  
**Main Campus ID Code: 00011161**

September 15 and 16, 2014

Dr. Harpal S. Dhillon	Chair	President, Intelligent Education Solutions, Inc.	Annandale, VA
Mr. Barry D. Fayne	Student-Relations Specialist	Former Dean, Brown Mackie College	Birmingham, AL
Dr. Hieu Jack Phan	Educational Activities/Library	Director, Criminal Justice, Southern Arkansas University	Olathe, KS
Ms. Chinita D. Obi	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
PROGRAMS OFFERED BY  
Le Cordon Bleu College of Culinary Arts  
Orlando, Florida**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement (%)			
						2012		2013	
						Ret.	Pla.	Ret.	Pla.
Associate of Science	Academic Associates	Le Cordon Bleu Culinary Arts*	1550	107	530/0	88%	79%	75%	77.3%
Associate of Science	Associate of Science	Patisserie and Baking*	1510	106	200/0	80%	<b>60%</b>	86%	76.4%
Diploma	Diploma	Le Cordon Bleu Culinary Arts*	940	55	91/0	75%	75%	70%	69.2%
Diploma	Diploma	Patisserie and Baking*	940	55	0/0**	<b>60%</b>	<b>60%</b>	76%	<b>47.1%</b>
<b>TOTAL ENROLLMENT</b>					<b>821/0</b>				

*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.

\* Programs not reviewed because of specialized accreditation: American Culinary Federation, expiring in December 2014

\*\* Enrollment of new students to the certificate (diploma) program in patisserie and baking was stopped in January 2013, in response to decreasing number of students in this program. The administration of the school has now made some strategic decisions concerning this program. New enrollment will resume in the first quarter of 2015, with total enrollment limited to 100.

## INTRODUCTION

Le Cordon Bleu of North America is the largest provider of quality culinary arts education worldwide. The network of 17 Le Cordon Bleu schools in the United States offers culinary students a hands-on education with faculty dedicated to providing students with the necessary skills, knowledge, support and guidance to pursue fulfilling career opportunities in the culinary arts and patisserie and baking. Le Cordon Bleu College of Culinary Arts (LCBC) is a member of the Career Education Corporation (NASDAQ:CECO) network of universities, colleges and schools.

In 1999, Le Cordon Bleu North America partnered with Career Education Corporation (CEC) to develop Le Cordon Bleu branded schools in the United States. Three years later, Orlando Culinary Academy (OCA) opened its doors for the inaugural class to provide Le Cordon Bleu programs delivered in a comprehensive, challenging, and hands-on format. Since then, LCBC developed a solid reputation, and Orlando culinary arts school graduates have secured employment in some of the most prestigious and recognized companies in the industry.

In November 2009, CEC's Culinary Education Group (CEG) finalized a name change and the school name was changed to "Le Cordon Bleu College of Culinary Arts." By intention, this change provided the CEG the capacity to speak to the marketplace as a unified global brand as opposed to a disparate collection of schools. The result is the capability to leverage the history and quality, as well as the French tradition and consistency of the iconic brand of "Le Cordon Bleu" to the broadest audience.

Based upon the impacts from Gainful Employment legislation and feedback from alumni, LCBC Orlando and many of the other schools that are part of Le Cordon Bleu of North America made many sweeping changes to the operations and design of the overall business model in the spring of 2011. The intended outcome was to enhance the quality of culinary arts and patisserie and baking ('P&B') curricula while reducing the cost of education and the resulting student debt level associated with this education.

Currently, the Orlando campus of LCBC has 821 full-time students in two academic associate degree (730 students) and one diploma programs (91 students). All programs hold specialized program accreditation from the American Culinary Federation (ACF).

The student population has about 50 percent male and 50 percent female split. The student age distribution is skewed towards young adults with 18 percent of the student population in 17 to 19 years age group, and 54 percent students in the 20 to 29 years age group. Only four percent of the students at this campus are older than 50 years. Although 84 percent of the students did not identify themselves as members of a specific ethnic group in 2014, data for student ethnicity for 2012 and 2013 indicated that the 'White' and 'African-American' students accounted for 85 percent of the student population during those years.

The administration temporarily stopped enrolling students in the patisserie and baking diploma program in January 2013. The ACICS team was informed that, in response to an improved employment market, new enrollments will be resumed in early 2015, with the total number of students in this program not to exceed 100 at any time.

**1. MISSION**

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement for LCBC is presented on page 6 in the 2014-2015 school catalog effective May 2014-May 2015.
- 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 and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

**CAMPUS EFFECTIVENESS**

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 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 five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new branch only)

(e) 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 following direct/indirect measurable indicators of student learning outcomes are being utilized at LCBC:

- Student engagement measured through the number of qualitative warnings, quantitative warnings, and probationary status determinations per 100 students;
- pass rates on standardized examinations such as National Certified Professional Food Manager Test conducted by National Environmental Health Association (NEHA);
- quantitative evaluation of capstone projects and externship projects;
- quantitative and qualitative assessment of student portfolios;
- numeric measures of employer satisfaction with the performance of recent LCBC graduates; and
- trends in grade point distribution in specific courses, and cumulative grade point averages for students.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes  No  Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No  Not Applicable (new branch or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes  No  Not Applicable (new branch only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

(a) A listing of the actions aimed at improving the student retention rates is as follows:

- focusing on student attendance through indicators such as 'last day of attendance' and re-enter and return from 'leave of absence' ;

- investigation of timing and reasons for dropping out of the school, with the objective of identifying effective corrective actions;
- responding to results of student course evaluations and student satisfaction surveys with prompt and meaningful corrective actions, when appropriate;
- enhancement of student engagement through the creation and implementation of more engaging classroom dynamics; and
- creation of opportunities for students to participate in clubs and community service groups/activities in the school.

(b) The actions aimed at improving graduate placement rate are listed below:

- controlling the number of new enrollments in each degree/certificate program in response to variations in the employment market demands;
  - developing and maintaining a network of prospective employers and involving representatives of some employers in the program advisory boards;
  - making well-timed modifications in curriculum to cater to the changing skill needs of the employers of LCBC graduates; and
- preparing graduates for successful pursuit of job opportunities by helping them with resume development and mock job interviews in the office of career services.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes     No

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

Yes     No

(c) That periodic progress reports have been completed.

Yes     No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Mr. Lamar Farr, market president, is the chair of the CEP committee charged with the responsibility for implementing and monitoring the CEP for the Orlando campus. Mr. Farr was appointed as the Florida market president at LCBC in March 2014. Prior to his employment at LCBC, Mr. Farr was senior and regional vice president at Strayer Education, Inc. from 2007 to 2014. He worked as a senior manager/manager at three different organizations between 2003 and 2007. Mr. Farr earned a bachelor's degree in sociology from Cocker College. He secured an MBA from Baker College Center for Graduate Studies.

The other members of this committee are the:

- director of career services;
- director of procurement;
- director of admissions;
- business operations manager;
- associate registrar; and
- three lead instructors.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes     No     Not Applicable (new branch or initial applicant only)

## 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 Does the campus:

(a) Adequately train its employees?

Yes     No

(b) Provide them with constant and proper supervision?

Yes     No

(c) Evaluate their work?

Yes     No

2.03 Is the administration of the campus efficient and effective?

Yes     No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes     No

(b) Know the person to whom they report?

Yes     No

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

Yes     No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes     No

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

Yes     No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes     No

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?

Mr. Lamar Farr, the Le Cordon Bleu market president for Florida, is responsible or the financial oversight of the

campus. As previously mentioned, Mr. Farr was appointed as the Florida market president at LCBC in March 2014, has a bachelor's degree in sociology, and an MBA.

### 3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes  No

3.02 Are all staff well trained to carry out administrative functions?

Yes  No

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

Mr. Lamar Farr, the Le Cordon Bleu market president for Florida, is the on-site administrator of the campus. As previously mentioned, Mr. Farr was appointed as the Florida market president at LCBC in March 2014, has a bachelor's degree in sociology, and an MBA.

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

Yes  No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes  No  Not Applicable (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

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

Yes  No (*Skip to Question 3.11.*)

- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes  No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes  No
- 3.13 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
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No
- 3.16 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 administration personnel at the Orlando campus of LCBC deserve to be commended for operating an impressive educational institution, despite the short tenure of most of the top level administrators at this campus. Interviews with students and faculty confirmed the existence of a positive environment for instructors and students at this campus. The student externship opportunities available for students are diverse and very beneficial for students.

**4. RELATIONS WITH STUDENTS****FOR ALL PROGRAMS**

- 4.01 How many student files were reviewed during the evaluation?  
Fifty student files were reviewed for compliance with the criteria and admissions policy. Of the files reviewed 15 were beginning enrollees, 10 were new enrollees, 5 were re-entries, 10 were withdrawn students and 10 were graduates.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No

- 4.05 Is there evidence 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)?  
 Yes     No
- 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):** Some campus enrollment agreements do not contain the required signature of an appropriate school representative. The following two files did not have signatures from a school representative:

Ms. Cindi Gil: Student ID 11B5791713, Pastry and Baking Diploma, withdrew 11/17/12

Mr. Joshua Spivey: Student ID 09B3244993 Pastry and Baking Associate degree, graduated 8/17/12

Is there evidence that a copy of the agreement has been provided to the student?

Yes     No

- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 Mr. Shawn Wenner is the director of admissions at Le Cordon Bleu-Orlando. He holds an associate's degree in recording arts from Full Sail University and bachelor's and master's degrees in business administration from American InterContinental University. Mr. Wenner served in various admission's positions at the campus from 2005 through 2011. He then spent two years as the director of admissions at Everest University in Orlando, Florida. He returned to the Le Cordon Blue-Orlando campus in July 2013 in his present position.
- 4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?  
 An interview with Mr. Wenner, showed a high degree of dedication to ensuring that the recruitment practices at Le Cordon Bleu-Orlando meet the desired educational objectives. The college's educational objectives are best served by the admission of students who are passionate about the culinary industry. The director of admissions ensures the objectives are met through consistent observations of his staff during phone calls and prospective student interviews. Additionally, he provides training to the staff along with training from the corporate office in admission's practices. All of this ensures that institution standards are consistently practiced and will meet the educational objectives of the college.

- 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
- 4.13 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes     No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes     No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

Yes     No

### 1. FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes     No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 78-80 of the Le Cordon Bleu College of Culinary Arts 2014-2015 catalog and updated on pages 11-12 of the 2014-2015 catalog addendum.

4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)

Non-credit or remedial courses.

Yes     No     Not Applicable (campus does not offer)

A warning status.

Yes     No     Not Applicable (campus does not use)

A probationary period.

Yes     No

An appeal process.

Yes     No

An extended-enrollment status.

Yes     No     Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes     No     Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes     No     Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes  No
- 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?  
 Yes  No  Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year 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 status?  
 Yes  No  Not Applicable (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, 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 (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (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)
- 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. Lauren Novak, associate registrar, with assistance from lead chef instructors Chef Michelle Noble, Chef Kathleen Vossenber, and Chef Andrea Zellen administers satisfactory academic progress (SAP). Ms. Novak has a bachelor's degree in anthropology from the University of Florida and a master's degree in anthropology from the University of Central Florida. She earned her registrar certification from Career Education Corporation in 2011. She has been the associate registrar since September 2011. Prior to assuming her position, she was a teaching assistant at the University of Central Florida and an adjunct instructor at the International Academy of Design and Technology and at Le Cordon Bleu-Orlando.

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

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 Question 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 (campus has not changed tuition or fees)

4.46 Is the campus' 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 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Judy Goldfarb is the business operations manager and is responsible for administering student financial aid. Ms. Goldfarb holds a bachelor's degree in interior design from Chamberlain School of Interior Design. She has been in her present position at the campus since June 2014. Previous experience includes five year's experience in financial aid and academic affairs at Strayer University and two years as a financial aid consultant. She is a member of the National Association of Student Financial Aid Administrators (NASFAA) and the Florida State Association of Financial Aid Administrators (SASF AA).

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes  No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes  No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The financial aid office keeps current with regulations and policies through information gained from the NASFAA daily news letter, which is forwarded to all team members, attendance at conferences, information from the corporate office and online classes offered by corporate and the national and state organizations. Recently the office started a four week course on student eligibility as a refresher of the financial aid process. Additionally, Ms. Judy Goldfarb, business operations manager, is a member of both the NASFAA and SASFAA. Documentation for these memberships was found in Ms Goldfarb's personnel record.

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes     No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes     No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes     No (*Skip to question 4.58.*)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
 Student services provided by Le Cordon Bleu-Orlando include an orientation for all new students, tutoring for students experiencing academic problems, placement services both long term and while in school, scheduled field trips and guest speakers, transportation assistance, disabilities, and housing needs. The campus does not conduct personal counseling, but will help refer students to various organization in the local community for assistance.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes     No     Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Natalie Schaible is the director of career services. She holds an associate's degree in science from Jamestown Community College, a bachelor's degree in nutrition and foods from Cornell University, and a master's in business-marketing from Virginia Polytechnic Institute. She assumed her present position in February 2011. Prior to that she spent two years and as an instructor and general education department chair for Le Cordon Bleu-Orlando. She additionally has eight years experience in the restaurant industry.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes     No     Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes     No

If Yes, explain:

Students are referred to the chefs.edu website which contains data for all culinary schools. Prospective students can pull Le Cordon Bleu data by campus on this site. Data is based on the information in the latest campus accountability report (CAR).

If *Yes*, does the campus maintain the required data on its graduates and non-graduates?

Yes  No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 984

The ending enrollment reported on the previous year's CAR is 984

4.64 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

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Le Cordon Bleu conducts an active program to ensure its students are fully aware of the payback obligation of their loans. Each student is provided in English and Spanish informational brochure that outline the loan process. The campus emphasizes "responsible borrowing" which encourages students to only borrow what they need for school. This process ensures that students fully understand what and why they are borrowing and the obligations they incur to repay the loan. Students are first briefed at orientation on financial aid responsibility. Then at "touch points" throughout their program, students review their financial aid and are reminded again of repayment obligations. Before students begin externships, near the end of their program, they are met with individually and the loan obligation is reviewed once again. Finally, students must complete the required online federal review of their payback requirements during an exit interview where their loan servicing is established. After the student leaves the campus they have access to a dedicated help team which provides ongoing support.

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

Le Cordon Bleu-Orlando's goal is to offer extracurricular activities for students that will enhance both their education and career opportunities. Various activities throughout the year are coordinated by career services or academic departments. These include visits by guest chefs, American Culinary Federation local chapter functions, involvement with the Ronald McDonald House, outreach to local employer functions, volunteering at the First Baptist Church, and "Meet the Industry" events at the campus. Active student clubs are Sprouts, Veterans' Club, Student Advisory Committee, the Blue Toque Society and the Tournants which sponsors a competition team.

## 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?

Mr. Lamar Farr, the Le Cordon Bleu market president for Florida, is the on-site administrator of the campus. As previously mentioned, Mr. Farr was appointed as the Florida market president at LCBC in March 2014, has a bachelor's degree in sociology, and an MBA.

At the time of visit, the following lead instructors were identified as assisting Mr. Farr with the administration of educational activities; Chef Kathleen Vossenbergh, Chef Michelle Noble, and Chef Andrea Zelen. The team was informed by the Mr. Farr that the campus is in the process of selecting and appointing one of the three lead instructors to the permanent position of director of education by the end of October 2014.

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.

Program administrators use the academic governance policy as a tool to provide authority and responsibility for development and administration of the programs of study. The campus provided the team with evidence that each faculty member has received and acknowledged the policy as well as their job duties.

There were provisions in place to support the efficiency and effectiveness of the overall administration of the branch. The integrity of the branch is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by the administration 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 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 question 5.10*)

### FOR NEW GRANTS ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes       No (*Skip to question 5.14*)
- 5.11 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 in length)?  
 Yes       No  
 (b) Student placement rate of 70 percent?  
 Yes       No
- 5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?  
 Yes       No       Not Applicable

How many calls to employers or graduates were attempted?

Diploma program in Culinary Arts: 40

Academic Associate's degree in Culinary Arts: 8

Academic Associate's degree in Patisserie and Baking: 5

How many calls to employers or graduates were successful?

Diploma program in Culinary Arts: 28

Academic Associate's degree in Culinary Arts: 6

Academic Associate's degree in Patisserie and Baking: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All calls that were made confirmed the employment of the graduates as reported on the CAR.

- 5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes       No       Not Applicable

### FOR ALL CAMPUSES

- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes       No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes       No
- 5.16 What provisions are made for individual differences among students in the learning environment?

The campus ensures that its relations with students reflect the highest ethical standards and conform to all applicable laws and regulations. The campus demonstrates respect for all students by treating students fairly and meeting the individual needs of each student. There is evidence of program development and student services that are consistent with the stated mission. There is also evidence of educational program support that reflects the concern for the welfare and success of students.

Classroom observations by the team revealed that instructors' lessons plans target various learning styles. There was effective use of visual aids, hands-on demonstration, overhead projectors, computer presentations, handouts, and charts to fully engage students. The branch has also created an accessible classroom environment and the classroom furniture arrangements were appropriate for all students.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Faculty is encouraged to evaluate, revise, and make changes to the curriculum through participating in Le Cordon Bleu curriculum committees. Instructors make suggestions to their lead instructor, who in turn, takes the suggestions to the branch curriculum committee. Ideas then flow up to the director of education. From this level, approved ideas are forwarded to the market president for ultimate approval or disapproval.
- 5.18 Does the faculty participate in this process?  
 Yes     No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes     No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes     No     Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes     No
- 5.22 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, skip to 5.23*)
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes     No

- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes     No
- 5.25 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
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes     No
- 5.27 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) 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)
- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes     No
- 5.29 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 plans, insert the section number in parentheses, list faculty names, and explain:  
**(Section 3-1-543)** Professional growth activities for some faculty members are incomplete.

The faculty file for one core course instructor, Mr. Luis Manzo, hired April 8, 2013, shows a potential activity for the 2014 school year listed for December of 2014 (begin process of ACF certification) but has no completed activities between September 2013 and the time of the visit.

Faculty development plans for all general education instructors were lacking completed professional growth activities and faculty development plans. The campus uses a form called the "individual development plan" to track professional growth activities. In most cases, the campus included activities that are not acceptable as professional growth, including online pedagogy courses through Center for Excellent Education, student tutoring, and co-teaching. Most files did include a print-out of information for a massively online open course (MOOC) related to the field of study, but no additional documentation that the course had been completed. The campus acknowledged that this area was lacking and developed a plan to address it, which includes the following actions steps: require enrollment into a MOOC in the area of teaching discipline, provide a disciplinary reading plan, and update all plans to include these and any other appropriate activities that enhance the area of teaching specialization. The campus also plans to conduct an in-service session on how to develop the professional growth plans and activities for the 2015 year. At the time of the visit, the activities has been developed for each faculty, but the faculty development plans had not been updated and no activities had been completed. Files for the following instructors remained out of compliance:

- Ms. Stephanie Abed-English

- Ms. Emily Androccio-introduction to psychology
- Ms. Samantha Eady-verbal communications
- Ms. Hanna Kruczek-college mathematics
- Mr. Richard Plate-environmental science
- Ms. Kathryn Restifo-introduction to psychology
- Ms. Cherri Sookdeo-environmental science
- Ms. Cathy Wawrzaszek- college math

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes  No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes  No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes  No

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

5.35 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**

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

Yes  No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes  No

5.38 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

#### **GENERAL COMMENTS:**

The branch's educational programs and activities are consistent with the stated mission and adequately achieve and produce measurable results for student success and outcomes. The program curricula have both quantitative and qualitative standards and are designed to assist students in the application of relevant skills in the workplace. The instructional procedures, materials, and technology are appropriate to the purposes, curriculums, and standards of the campus' academic offerings.

**COMMENDATIONS:**

Faculty members shows a clear understanding and responsibility that support campus policies, and are willing to participate in the administration of and implementation of policies pertaining to educational activities and student success. Instructors are devoted to quality teaching and have incorporated sophisticated teaching concepts in the classroom. It is evident that the branch's instructional approach is student-centered. Course assessment and strategies are effective, assignments are being assessed in accordance to the syllabi, and there were clear scoring rules for every assignment.

**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).

The Orlando campus of LCBC is housed in two adjacent buildings located at 8511 Commodity Circle, Orlando, Florida. These modern buildings have a combined floor area of 82,750 square feet. The facility has 10 well equipped class rooms and 14 kitchens/laboratories. Additionally, there are spacious faculty and student lounges, a library with numerous work stations, another room for academic group activities of students, a large cafeteria, and offices for all functional departments in the school. There are ample parking spaces in the vicinity of the school buildings. The nearest bus stop for local transportation is about 200 yards from the campus at the intersection of Commodity Circle and John Young Parkway.

- 6.02 Does the campus utilize any 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 LCBC campus facilities in Orlando are impressive. In addition to satisfying all the instructional requirements of a large student population in two academic areas, the spacious campus buildings provide a student friendly setting in which there is a spacious well-furnished student lounge, and a cafeteria which can accommodate a large number of clients. The campus facilities are very well maintained.

**7. PUBLICATIONS**

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
The Le Cordon Bleu College of Culinary Arts 2014-2015 catalog and catalog addendum were used for the evaluation. The catalog is effective May 2014-May 2015.
- 7.02 Does the self-study or branch application part II accurately portray the campus?  
 Yes     No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes     No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes     No
- (b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

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 listing of all scholarships, grants, and/or loans offered.

Yes  No  Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).

Yes  No  Not Applicable (initial applicants only)

7.05 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

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

Yes  No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes  No (*Skip to Question 7.08.*)

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

Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes  No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?

Yes  No

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 team reviewed campus advertisements through print publications, their website, radio and television ads.

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 (*Skip to Question 7.14.*)

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes  No

- 7.14 Does the campus utilize services funded by third parties?  
 Yes  No (*Skip to Question 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 (campus does not participate in financial aid)
- 7.17 What institutional performance information does the campus routinely provide to the public?  
 The campus publishes on-time completion rates, graduation rates and placement rates. Placement rates are available for the campus and program levels.

Where is this information published and how frequently is this information being updated?

The information is available on the website at [www.chefs.edu/disclosures](http://www.chefs.edu/disclosures). It is updated annually with information from each CAR report.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

### FOR ALL PROGRAMS

- 8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the 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 branch has dedicated appropriate resources to continuously assess the library services and holdings. Ms. Shelly Smith, Mr. Christopher Claire, and student Julie Daniels are the branch's designated personnel who are trained to assist students. In addition, they communicate with faculty and students to obtain resource recommendations, and optimize the branch's budget to provide a variety of instructional benefits for both instructors and students.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

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

8.07 Is the campus' 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 year's library budget is \$6,000.00.

8.09 What portion of the current year's library budget has been spent?

To date, 49% (\$2,981) of the total budget has been spent.

How has the money been allocated?

The library budget is allocated for online services, reference books, media, and periodicals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes  No

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?

Library assignments are required components of several courses in the various academic associate's programs. In addition, some faculty have asked the branch's library assistants to make presentations in their classes or in the library to focus on the importance of the library in an academic environment.

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 Describe any full-text online collections available to students.  
The Le Cordon Bleu online database system includes: Ebsco, Credo, Culinary Art Collection, Gale, Proquest, Hoover's Pro, and Hospitality and Tourism Complete.
- 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 is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  
Ms. Luara Rice is the regional librarian for Le Cordon Bleu. Ms. Rice has been in her current position since February 2013. Ms. Rice holds a master's degree in library science from Dominican University in River Forest, Illinois, a master's degree in industrial relations and bachelor's degree in psychology from Loyola University. Prior to her current position, Ms. Rice was an online librarian, reference librarian, teacher's aide, and a technology coordinator for 13 years.

Instructors Ms. Shelly Smith and Mr. Christopher Claire, and student Ms. Julie Daniels are the branch's designated personnel who are trained to assist students. Documentation was on file for each of these individuals to demonstrate completion of library training. The library hours are from 6:30 am to 10:00 pm Monday through Friday.

-Ms. Shelly Smith's hours are from 7:15 am to 9:00 am; Monday through Friday.

-Mr. Christopher Claire's hours are from 3:00pm to 6:00PM; Monday through Friday.

-Ms. Julie Daniels's (student) hours are from 8:00 am to 9:00 am and from 2:00 pm to 9:00 pm; Monday through Friday.

The team was advised by the branch's administration that Ms. Smith and Mr. Claire share responsibility to assist student with accessing library resources between the hours of 9:00 am to 2:00pm; Monday through Friday.

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 campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) 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 (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 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes     No
- 8.24 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 NONDEGREE PROGRAMS ONLY**

- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes     No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes     No
- 8.27 Is there a current inventory of instructional resources?  
 Yes     No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes     No

**GENERAL COMMENTS:**

The library has a good collaboration with faculty as well as other academic related assistance. It is evident that faculty have assigned students academic research projects to further enhance their educational learning and the learning commons has served and helped students in locating the appropriate resources.

**COMMENDATIONS:**

The team wishes to acknowledge the good work of Ms. Shelly Smith, Ms. Christopher Claire and student Ms. Julie Daniels. They have done an excellent job of maintaining a wonderful learning environment in the physical library. It is attractive, welcoming, and well organized. The branch's library has relevant resources in place for students. The library has demonstrated that it has the assets to assist students with library resources.

**SUMMARY**

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

<b>Number</b>	<b>Citation</b>	<b>Summary Statement</b>
<b>1</b>	<b>3-1-414</b>	Some student enrollment agreements do not contain the required signature of an appropriate school representative (page 10).
<b>2</b>	<b>3-1-543</b>	Some faculty do not have complete faculty development plans (page 22).

**RECOMMENDATION**

*Any recommendations provided in this report are not included in the report seen by the Council:*

- It is recommended that the campus consider posting signage in the women's restroom in the main building that states that students and employees must wash their hands before leaving the bathroom, much like what many students will expect to see in the real world, to remind students of consistency in food safety.

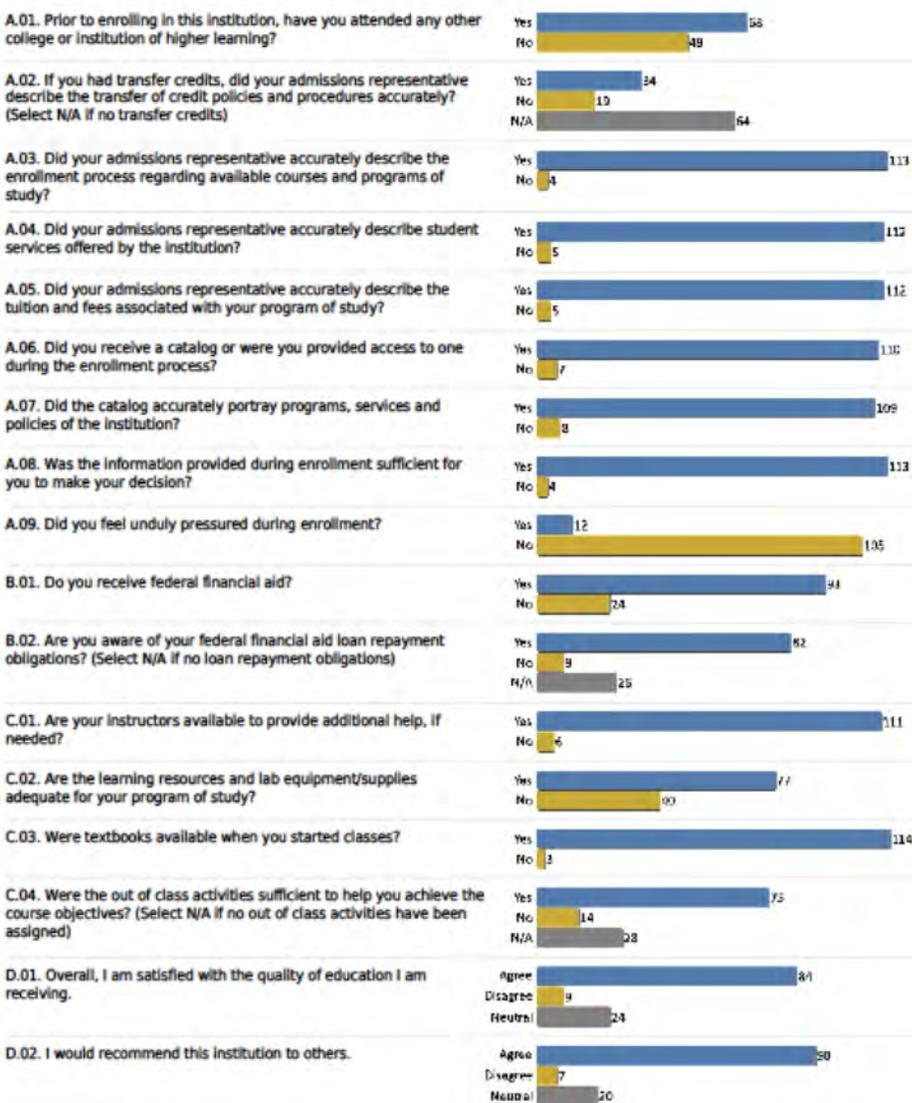
**Survey Report**

Generated: September 16, 2014

ACICS ID: 00019776

Surveys Between:

September 16, 2014 and September 16, 2014



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**From:** Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B751E-IHARAZDUK>  
**Sent:** 9/23/2014 3:20:06 PM -0400  
**To:** (b)(6)@aol.com'  
**Subject:** 2nd Edits (Some in Track Changes)  
**Attachments:** 00016235\_NG.DOC; 00024144\_Medtech College\_Ft Wayne - FRedited.doc; Le Cordon Bleu - Miami consolidated report.doc

Joyce,

I have three full-team edits for your review. As you know we are doing some edits in track changes these days to send back to the chairs. Therefore, I would ask if you can do two of these reports in track changes:

00016325 – Ai, NYC

00024144 – Medtech, Ft. Wayne

All you should need to do is start making edits and it will automatically highlight the changes you make

For the third report 0048561 – LCB, Miami, you do not need to do in track changes.

Thanks.

Just so you know, I am in discussion with accounting about your reimbursement. I am positive I printed it out and sent it over for final review and processing, but I'm not positive that it made its way to where it needed to go. So I apologize for the delay.

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

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## NEW GRANT VISIT REPORT

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**3221 Enterprise Way**  
**Miramar, FL 33025**  
**ACICS ID Code: 00048561**

Mr. Kevin Miles Mitchell (mmitchell@miamiculinary.com)  
 acicsinfo@miami.chefs.edu

**MAIN CAMPUS**  
**Le Cordon Bleu College of Culinary Arts**  
**Scottsdale, AZ**  
**ACICS ID Code: 00048705**

**September 11-12, 2014**

Ms. Connie S. Adelman	Chair	Brown Mackie College	Cincinnati, OH
Dr. Darlene A. Minore	Student-Relations Specialist	Minore Educational Strategies, LLC	Bainbridge Island, WA
Dr. Burton S. Kaliski	Educational Activities, Library	Southern New Hampshire University	Harrisonburg, VA
Mr. Chad Hartman	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
MIRAMAR, FLORIDA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time	CAR Retention & Placement (%)			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate in Science	Academic Associate's Degree	Le Cordon Bleu Culinary Arts***	1550	107	438	97	71	82.3	<b>63.3</b>
Associate in Science	Academic Associate's Degree	Le Cordon Bleu Patisserie and Baking***	1510	106	124	98	73	82.8	<b>52.1</b>
Diploma	Diploma	Le Cordon Bleu Culinary Arts***	940	55	79	82	70	81.1	<b>57</b>
Diploma	Diploma	Le Cordon Bleu Patisserie and Baking***	940	55	1	85	<b>64</b>	85.1	<b>29.8</b>
<b>TOTAL ENROLLMENT</b>					642				

*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) not reviewed because of specialized accreditation

## INTRODUCTION

In 1999, Le Cordon Bleu North America partnered with Career Education Corporation (“CEC”) to develop Le Cordon Bleu branded schools in the United States. In May 2004, Le Cordon Bleu College of Culinary Arts Miami opened its doors for the inaugural class to provide Le Cordon Bleu programs delivered in a comprehensive, challenging, and hands-on format. Since then, they have developed a solid reputation and the Miami culinary arts school graduates have been hired by some of the most prestigious and recognized companies in the industry. In November 2009, CEC’s Culinary Education Group (“CEG”) finalized a name change and the school name was changed to “Le Cordon Bleu College of Culinary Arts.”

Le Cordon Bleu College of Culinary Arts in Miami offers culinary students a hands-on education with faculty dedicated to providing students with the necessary skills, knowledge, support and guidance to pursue fulfilling career opportunities in the culinary arts and patisserie and baking.

The campus is located at 3221 Enterprise Way, Miramar, Florida in a professional corporate complex near the Florida Turnpike and is within 20 minutes from the heart of Miami and from downtown Ft. Lauderdale. The facility has 67,500 square feet with ample offices, classrooms, industry kitchens, computer lab and parking for students and staff. The campus also has security on grounds.

At the time of the visit there were 642 students enrolled. This campus offers academic associate's degrees in culinary arts and patisserie and baking. They also offer a diploma in culinary arts and patisserie and baking.

Based on the most recent data available to the team, the Campus Effectiveness Plan (CEP) reports the student population as 53 percent male and 47 percent female. The ethnicity of the student population is 9 percent Caucasian, 19 percent African American, 58 percent Hispanic, 1 percent American Indian or Alaska Native, 2 percent Asian, and 11 percent non-disclosed.

**1. MISSION**

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The campus mission statement is found on page 6 of the 2014-2015 Le Cordon Bleu College of Culinary Arts catalog effective May 2014.
- 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 and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

**CAMPUS EFFECTIVENESS**

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 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 five required elements evaluated in the CEP?
- (a) Student retention.  
 Yes     No
- (b) Student placement.  
 Yes     No     Not Applicable (new branch only)
- (c) Level of graduate satisfaction.  
 Yes     No     Not Applicable (new branch only)
- (d) Level of employer satisfaction.  
 Yes     No     Not Applicable (new branch only)
- (e) 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 CEP utilizes the following student learning outcomes: satisfactory academic progress at the completion of every term; grade distribution at the end of each module; and performance in Food Safety and Sanitation class during the student's first module on campus.
- 1.12 Are the following identified and described in the CEP?
- (a) The baseline data for each outcome.  
 Yes     No     Not Applicable
- (b) The data used by the campus to assess each outcome.  
 Yes     No     Not Applicable
- (c) How the data was collected.  
 Yes     No     Not Applicable
- (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  
 Yes     No     Not Applicable
- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?  
 Yes     No     Not Applicable (new branch or initial applicant only)
- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?  
 Yes     No     Not Applicable (new branch only)
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.
- Specific activities with regard to retention include:
- schedule the best instructors in the first year classes;
  - ensure general education classes use teaching techniques that are geared for a variety of learning styles and when possible have assignments that can be related to the program of study;
  - enhance student engagement including an increase in students events and volunteer opportunities; and
  - town hall meetings with the students.
- Specific activities with regard to placement include:

- use of optimal resume;
- industry spotlight panel presentations;
- increase employer spotlights;
- create hot job packets which include job leads in the South Florida market; and
- develop an employment resource area for students to easily access employment resource materials.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes     No

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

Yes     No

(c) That periodic progress reports have been completed.

Yes     No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The CEP committee consisting of: Mr. Lamar Farr, Florida market president, Chef Kevin Miles Mitchell, campus president and director of education, Ms. Melba Freeman, business office manager, Chef Larry Liptak, lead instructor, Chef Rassiel Gomez, lead instructor, Ms. Daniela Cortes, director of admissions, Ms. Denisse Ceara, director of career services, and Ms. Alicia Ramcharran-Black, associate registrar are responsible for implementing and monitoring the CEP.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes     No     Not Applicable (new branch or initial applicant only)

## 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 Does the campus:

(a) Adequately train its employees?

Yes     No

(b) Provide them with constant and proper supervision?

Yes     No

(c) Evaluate their work?

Yes     No

- 2.03 Is the administration of the campus efficient and effective?  
 Yes  No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:  
(a) Clearly understand their duties and responsibilities?  
 Yes  No  
(b) Know the person to whom they report?  
 Yes  No  
(c) Understand the standards by which the success of their work is measured?  
 Yes  No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?  
 Yes  No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?  
 Yes  No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?  
 Yes  No
- 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?  
Chef Kevin Miles Mitchell, campus director and director of education, along with Mr. Lamar Farr, Florida market president are responsible for the financial oversight of the campus. Chef Mitchell holds a MEd from American Intercontinental University, bachelor's degree in history from Auburn University, and an associate's degree in culinary arts from The Culinary Institute of America. He also is a certified professional food manager and certified executive chef. Chef Mitchell began his employment at Le Cordon Bleu College of Culinary Arts in January 2005 as a chef instructor. In January 2008, he was promoted to the associate dean of culinary arts and in June 2008 to the dean of culinary arts. He was promoted to the director of education in August 2009 and then in March 2014 also became the campus director. Prior to his employment at Le Cordon Bleu College of Culinary Arts, he was a banquet chef at The Ritz-Carlton.

Mr. Lamar Farr assists Chef Mitchell with the financial oversight of the campus. Mr. Farr holds an MBA from Baker College and a bachelor's degree in sociology from Coker College. He became employed with Le Cordon Bleu College of Culinary Arts in March 2014 as the Florida regional president, which includes the Miami and Orlando campuses. Prior to Mr. Farr's employment with Le Cordon Bleu College of Culinary Arts, he was a senior and regional vice president for another proprietary education system.

**3. ADMINISTRATION**

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes     No

Neither the current on-site administrator nor the self-study coordinator attended an accreditation workshop within 18 months prior to the submission of the self-study. The previous campus president, Mr. Bob Kane, attended the ACICS workshop on May 21, 2013. Since the submission of the self-study, Mr. Larmar Farr, Florida market president, attended the renewal accreditation workshop on July 29, 2014.

- 3.02 Are all staff well trained to carry out administrative functions?

Yes     No

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

Chef Kevin Miles Mitchell, campus director and director of education is the on-site administrator of the campus. As previously stated, Chef Mitchell holds a MEd, bachelor's degree in history, and an associate's degree in culinary arts. He also is a certified professional food manager and certified executive chef. Chef Mitchell has nine years experience in proprietary education.

- 3.04 Does the campus list degrees of staff members in the catalog?

Yes     No

- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes     No     Not Applicable (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

Student personnel.

Yes  No

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

Yes  No (*Skip to Question 3.11.*)

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

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

3.13 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

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

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

3.16 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 team was impressed with the campus administration's professionalism and timely response to any request for additional materials during the visit. It was apparent that the campus faculty and staff have open communication in regards to students and the operation of the campus. It was wonderful to interact with the students and the chefs during the visit. The campus has a competition team that recently won the Florida state competition and will now go on to compete at the regional competition in February 2015. The team was able to interact with and see first hand the competition team's work. The ACICS evaluation team would like to thank the campus for their hospitality during the visit.

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

Thirty-eight files of matriculated, graduated, and withdrawn students were selected and reviewed during the evaluation. Files included evidence of application of the campus's transfer credit policy, students not making satisfactory academic progress, and refund calculations for withdrawn students.

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

Yes  No

- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence 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)?  
 Yes  No
- 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
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No

- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 The director of admissions for Le Cordon Bleu College of Culinary Arts Miami is currently on a medical leave of absence. In the interim, Chef Kevin Miles Mitchell, campus director, is responsible for the oversight of student recruitment. As previously stated, Chef Mitchell holds a MEd degree in curriculum and instruction from American InterContinental University, a bachelor's degree in history from Auburn University, and an associate's degree in culinary arts from The Culinary Institute of America (New York). Chef Mitchell began his tenure with Le Cordon Bleu College of Culinary Arts Miami in 2005 as a chef instructor. He has also served as an associate dean of culinary arts, dean of culinary arts, and director of education.

Chef Mitchell is supported by Ms. Simeeka Ramdial, lead admissions representative. She assists Chef Mitchell with oversight in the recruitment. Miss Ramdial holds a bachelor's degree in business administration from American InterContinental University in business administration and marketing. She has worked in the admissions department for nine years. Ms. Ramdial worked in sales and customer relations for the four years prior to joining the admissions team.

- 4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?  
The lead admissions representative for the campus discussed in detail the recruitment procedures, shared admissions forms, training manuals and the supervision process for the admissions representatives. Based on this conversation and observation, the team was able to determine the recruiting process is ethical and compatible with the educational objectives for this campus.
- 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
- 4.13 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
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes     No

4.21 Has the campus established articulation agreements with other institutions?  
 Yes  No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress (SAP) policy is published on pages 78-80 of the Le Cordon Bleu College of Culinary Arts multi-campus catalog for 2014-2015.

4.25 Does the standards of satisfactory academic progress (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 (campus does not offer)

Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)

A warning status.  
 Yes  No  Not Applicable (campus does not use)

A probationary period.  
 Yes  No

An appeal process.  
 Yes  No

An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.  
 Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.  
 Yes  No

- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes  No
- 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?  
 Yes  No  Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year 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 status?  
 Yes  No  Not Applicable (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, 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 (campus does not have extended enrollment and/or does not participate in financial aid)

- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (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)
- 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?  
 Chef Kevin Miles Mitchell, campus director and director of education, is responsible for the administration of satisfactory academic progress. As previously stated, Chef Mitchell holds a MEd degree in curriculum and instruction from American InterContinental University, a bachelor's degree in history from Auburn University, and an associate's degree in culinary arts from The Culinary Institute of America (New York). Chef Mitchell began his tenure with Le Cordon Bleu College of Culinary Arts Miami in 2005 as a chef instructor. He has also served as an associate dean of culinary arts, dean of culinary arts, and director of education.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 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 Question 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 (campus has not changed tuition or fees)
- 4.46 Is the campus' 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 Is the campus following its stated refund policy?  
 Yes     No
- 4.49 Does the campus participate in Title IV financial aid?  
 Yes     No (*Skip to question 4.57*)
- 4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?  
 Ms. Melba Freeman, business office manager, is responsible for the on-site administration of student financial aid. She holds a bachelor's degree in accounting from Barry University. She has worked for Le Cordon Bleu College of Culinary Art Maimi for 10 years and for American InterContinental for 6 years managing campus business operations.
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes     No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes     No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes     No

- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
Ms. Melba Freeman is a member in good standing with the National Association of Student Financial Aid Advisors (NASFAA). She attends both regional and national conferences annually. Additionally, Ms. Freeman participates in webinars twice monthly through the student finance training team for Career Education Corporation schools. Ms. Freeman's file well-documented regular attendance and participation. Topics presented ensure that she stays current with regulation and policy changes.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes  No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes  No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes  No (Skip to question 4.58.)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
The student services offered by the campus include: structured tutoring, academic counseling, personal counseling referrals on a case-by-case basis, an extensive student orientation, a hot jobs board, a ride share board, access to student discounts for public transportation, and a first impressions room. The first impressions room was a student generated idea that was put into practice by the campus. This dedicated area allows students to change to or from work clothes into uniforms. The room is equipped with an iron and ironing board to ensure freshly ironed uniforms, dressing area and mirrors. Preparation for student externships requires 12 weeks of planning that overlaps with program-long career services education. Career services begins working with the first class. Each class includes planned touch points by the career services staff to ensure that all objectives are met and students are well prepared to seek both an externship and employment. Touch points help students to prepare resumes, mock internships, and computer skills needed for interviews conducted online.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes  No  Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
Ms. Denisse Ceara, director of career services, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in psychology from Rutgers University. Ms. Ceara has worked for Le Cordon Bleu College of Culinary Arts for five years managing employment placement and externships, and as a financial aid advisor. Prior to joining the administrative team, Ms. Ceara worked for DeVry University as a student services advisor for two years.
- 4.61 Does the campus offer employment assistance to all students?  
 Yes  No  Not Applicable (campus enrolls only international students on a student visa)

- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes  No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 1015  
The ending enrollment reported on the previous year's CAR is 1015
- 4.64 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
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
The process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations are scheduled one-to-one counseling sessions 30 days before graduation to complete the on-line Federal Student Loan Program's exit loan counseling module. Students who withdraw are mailed a letter that outlines their repayment obligations.
- 4.67 Describe the extracurricular educational activities of the campus (if applicable).  
The campus is an active member of the American Culinary Federation (ACF) and provides each student a membership. The schools has award wining competition teams that travel to ACF competitions locally, regionally and internationally. The campus encourages students to particiapte in both individual and team competitions. Demonstrations by culinary experts and vendors are scheduled regularly and well-attended on campus.

**GENERAL COMMENTS:**

The team would like to thank all the student services departments and Ms. Alicia Ramcharran-Black for their support during the visit. All materials requested were provided promptly with a smile.

**COMMENDATIONS:**

The team commends all the student services departments for their dedication and excellent customer service to the students of Le Cordon Bleu College of Culinary Arts Miami. The extensive knowledge of best practices in each area create dynamic synergy.

The team commends the director of career services, Ms. Denisse Ceara, and her team for the wall displays around campus that inspire and support the students in their search for employment. The displays are engaging and an additional modality to reinforce objectives presented in the classroom. These displays ensure the students are well-informed of upcoming events and dates around campus.

The team commends Ms. Simeeka Ramdial for her enthusiastic support of the admissions department during the leave of absence of the director. Her efforts have ensured that Le Cordon Bleu College of Culinary Arts continues to attract the best possible student body.

The campus is to be commended for implementing the student suggestion that resulted in the first impressions room. This is an excellent way to support students' compliance with the dress code but also to train students for what will be expected of them in the work force.

**5. EDUCATIONAL ACTIVITIES**

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?

Chef Kevin Miles Mitchell, campus director and director of education, is assigned to oversee the educational activities of all programs at this campus. As previously stated, Chef Mitchell holds a master's of education degree in curriculum and instruction from American InterContinental University, a bachelor's degree in history from Auburn University, and an associate's degree in culinary arts from The Culinary Institute of America (New York). Chef Mitchell began his tenure with Le Cordon Bleu College of Culinary Arts Miami in 2005 as a chef instructor. He has also served as an associate dean of culinary arts, dean of culinary arts, and director of education.

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 has two lead instructors, one for each of the major program areas. Each lead instructor has significant responsibility for the administration of the programs in his area, as well as authority to carry out the duties. The lead instructors hire and evaluate faculty, work with curriculum, advise students, and perform whatever other duties are needed to manage the program. Their efforts are key to a smooth-running organization. Appropriate released time is given to each lead instructor to carry out the duties.

- 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 faculty members are aware of it?  
 Yes     No
- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes     No (*Skip to question 5.14*)
- 5.11 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 in length)?  
 Yes     No  
 (b) Student placement rate of 70 percent?  
 Yes     No  
 If no, please list programs that fall below the rates diploma in patisserie and baking
- If No, does the campus provide one of the following:  
 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     Not Applicable
- 5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable

How many calls to employers or graduates were attempted?

The following number of calls were attempted for the following programs:

Diploma program in Patisserie and Baking - 2

Academic associate's degree program in Patisserie and Baking - 2

Diploma program in Culinary Arts - 8

Academic associate's degree program in Culinary Arts - 20

How many calls to employers or graduates were successful?

The following number of calls, by program, were successful:

Diploma program in Patisserie and Baking - 1

Academic associate's degree program in Patisserie and Baking - 1

Diploma program in Culinary Arts - 5

Academic associate's degree program in Culinary Arts - 14

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All successful calls confirmed the employment of the graduates as reported on the 2013 CAR.

5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes     No     Not Applicable

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

Yes     No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes     No

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

The campus is fully compliant with ADA and other federal regulations. Beyond the physical accommodations made by the campus, tutoring is available on an as needed basis and instructors are encouraged to employ a variety of teaching styles in their classrooms in order to try to reach students with differing learning styles.

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

All members of the academic community have the opportunity to evaluate, revise, and suggest changes to the curriculum as forms are provided online for their input. Most suggestions filter up to the lead instructors and then to the director of education, to then be forwarded to the corporate curriculum planning staff.

5.18 Does the faculty participate in this process?

Yes     No

- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes  No  Not Applicable (campus does not award such credit)
- 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)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes  No
- 5.22 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, skip to 5.23*)
- (a) Facilities.  
 Yes  No
- (b) Instructional equipment.  
 Yes  No
- (c) Resources.  
 Yes  No
- (d) Personnel.  
 Yes  No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes  No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes  No
- 5.25 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
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes  No

- 5.27 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) 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)

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

If *Yes*, how is this documented?

In-service training is documented as evidenced by the agendas, sign-in sheets, and materials from the regular, every six week, in-service sessions reviewed by the team during the visit.

- 5.29 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 plans, insert the section number in parentheses, list faculty names, and explain:

**(Section 3-1-543):** Though the team was provided with professional development plans for all faculty, the following general education instructors' plans lacked professional growth activities:

- Ms. Cynthia Cirone, who teaches math, has no professional growth activities planned in her faculty development plan.
- Mr. Matthew Gomez, who teaches cultural diversity, has no professional growth activities planned in his faculty development plan,
- Mr. Joseph Lewis, who teaches cultural diversity, has no professional growth activities planned in his faculty development plan.
- Mr. Reggie Padin, who teaches public speaking and English composition, has no professional growth activities planned in his faculty development plan.
- Ms. Bettye Rogers, who teaches English composition, has no professional growth activities planned in her faculty development plan.

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

- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes     No

- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes     No

- 5.35 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:

**(Section 3-3-302):** One faculty member does not have the academic qualifications to teach the courses to which they are assigned: Mr. Reggie Padin is assigned to teach public speaking and English composition. Mr. Padin does not have 18 credit hours in either area. He appears to have 12 credit hours in the public speaking area and 6 credit hours in English composition.

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

Yes       No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes       No

5.38 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

#### COMMENDATIONS:

The faculty is an extremely collegial group of professionals who are dedicated to their students and to their teaching. A remarkable feature of this faculty group is the level of cooperation among them in planning classroom activities. For example, an English instructor has her students write about a recipe. A culinary instructor requires a paper on the history of a product. The instructors share with each other on a routine basis, so credit must be given to the administration for fostering such efforts.

#### 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).

The campus is a 67,500 square foot facility located at 3221 Enterprise Way in Miramar, Florida directly off the Florida Turnpike. The campus has ample parking for students and staff. The facility is comprised of administrative and faculty offices, 7 lecture classrooms, 13 industry current kitchens (3 pastry, 8 culinary, 1 restaurant, and 1 dual use), 1 computer lab with 32 workstations, and a first impression room where students can come in before class and press their uniforms if needed. The culinary labs and classrooms are equipped with audio/video equipment designed to enhance the delivery of instructional materials and demonstrations of culinary techniques. There is also an onsite fine dining restaurant that is utilized in the student's capstone class with other students and faculty invited to the restaurant to provide a real-world restaurant experience. Within the restaurant there is a café that is open Monday - Friday where students and staff can purchase a hot breakfast or lunch, pastries, and drinks. The campus has 15 computers located at various kiosks around the campus and in the lobby for students to check emails or access the internet. The campus has a Learning Resource Center off the lobby which contains 25 computers stations with internet access and access to the electronic library, Cybrary.

6.02 Does the campus utilize any 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 (please include the year, number, and volume if appropriate)?  
 The team reviewed the Le Cordon Bleu College of Culinary Arts 2014-2015 catalog and addendum dated September 12, 2014.
- 7.02 Does the self-study or branch application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years 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 listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the 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 offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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 offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

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 listing of all scholarships, grants, and/or loans offered.

Yes  No  Not Applicable (no scholarships, grants, or loans 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 (may be in the student handbook instead of catalog).

Yes  No  Not Applicable (initial applicants only)

7.05 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

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

Yes     No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes     No (*Skip to Question 7.08.*)

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

Yes     No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes     No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes     No

7.08 Is the catalog available online?

Yes     No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes     No

7.09 Does the campus utilize a multiple-school catalog?

Yes     No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes     No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes     No

(c) Are faculty and staff listings 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, website, newspapers, etc.), truthful and dignified?

Yes     No

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 via: various print publications, radio spots, the campus website, and social media.

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 (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 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 (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The campus publishes completion, graduation and placement rates.

Where is this information published and how frequently is this information being updated?

The information is found on the campus website and is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop 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 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

8.04 Are adequate staff provided to support the 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?  
A data collection template is utilized monthly to organize data concerning campus utilization of resources, including login to all digital resources, email and chat utilization, and physical check-out statistics. The data are analyzed by corporate library staff and provided to campus personnel.

Are these methods appropriate?

Yes  No

- 8.06 Is the library staff adequately trained to support the library?

Yes  No

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

- 8.07 Is the campus' 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 year's library budget is \$10,500.

- 8.09 What portion of the current year's library budget has been spent?

100%

How has the money been allocated?

Of the money spent, \$7,802 has been allocated by the corporate level to the campus share of online databases and the remainder \$2,723 has been spent at the campus level for the physical collection.

- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes  No

- 8.11 Are the library hours adequate to accommodate the needs of all students?

Yes  No

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Faculty members receive training from the regional librarian regarding methods for teaching students to utilize research guides which have been developed for assignments included in course syllabi. In addition, online accessed classroom training is available to introduce students to resources and research methods. Beyond this, virtually all classes require library assignments to complete the class work.

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 Describe any full-text online collections available to students.

The resource center offers students access to the following full-text online collections:

1. Academic Search Premier – A database that contains over 50 full-text journals in culinary and hospitality. In addition, this database covers over 4,600 multi-disciplinary and peer-reviewed journals.
2. Culinary Arts Collection – A full-text database of over 250 cooking and nutrition publications, including recipes, restaurant reviews, and current industry and career news.
3. Hospitality & Tourism Complete – A database of more than 828,000 records concerning hospitality and tourism subjects, including articles about industry trends, case studies and culinary recipes from over 490 full-text publications.
4. EbscoHost eBook Collection – A collection of 2,748 full-text electronic books (over 240 of which are culinary) that includes the Project Gutenberg collection of 3,400 public domain books.
5. Credo Reference – An online reference resource, this collection provides access to over 600 full-text encyclopedias, dictionaries and reference books from leading publishers
6. Food Science Source - Full-text coverage of more than 1,400 publications, including journals, monographs, magazines, and trade publications, all pertaining to food industry-related issues. More than 1,000 food industry and market reports are also included.
7. MasterFILE Premier – A scholarly, multi-disciplinary database that includes over 2,000 full-text journals concerning business, health, education, hospitality and culinary arts.
8. Proquest Newsstand – An online gateway to over 850 international, national and regional newspapers, including 575 full-text titles, regarding current news events.
9. Opposing Viewpoints Resource Center – A full-text database featuring pro and con viewpoint articles, magazine articles, academic journals, newspapers, primary source documents, statistics, and multimedia about today's social issues and contemporary challenges.
10. Safari Tech Books – A selection of over 7,000 electronic books about technology, computer programming and business.

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

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

The campus has an atypical arrangement for its professional library services. There is no full-time librarian assigned to the campus but the library is covered at all hours by trained, paid student workers under the oversight of one of

the two campus lead instructors, Chef Liptak. Oversight at the corporate level comes from the regional librarian assigned to the Eastern half of the United States to work with Le Cordon Bleu College campuses, Ms. Laura Rice. Ms. Rice earned a bachelor's degree in psychology, a master's degree in industrial relations, and some course work toward a doctorate degree in sociology, all from Loyola University of Chicago. She also earned a master's degree in library science from Dominican University, River Forest, Illinois. She has served in her current role since February 2013. She has worked in library positions since 2011, following several roles in the corporate world.

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 campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) 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 (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 Are the hours the library is open adequate to accommodate the needs of all students?  
 Yes  No
- 8.24 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
- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes  No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes  No
- 8.27 Is there a current inventory of instructional resources?  
 Yes  No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes

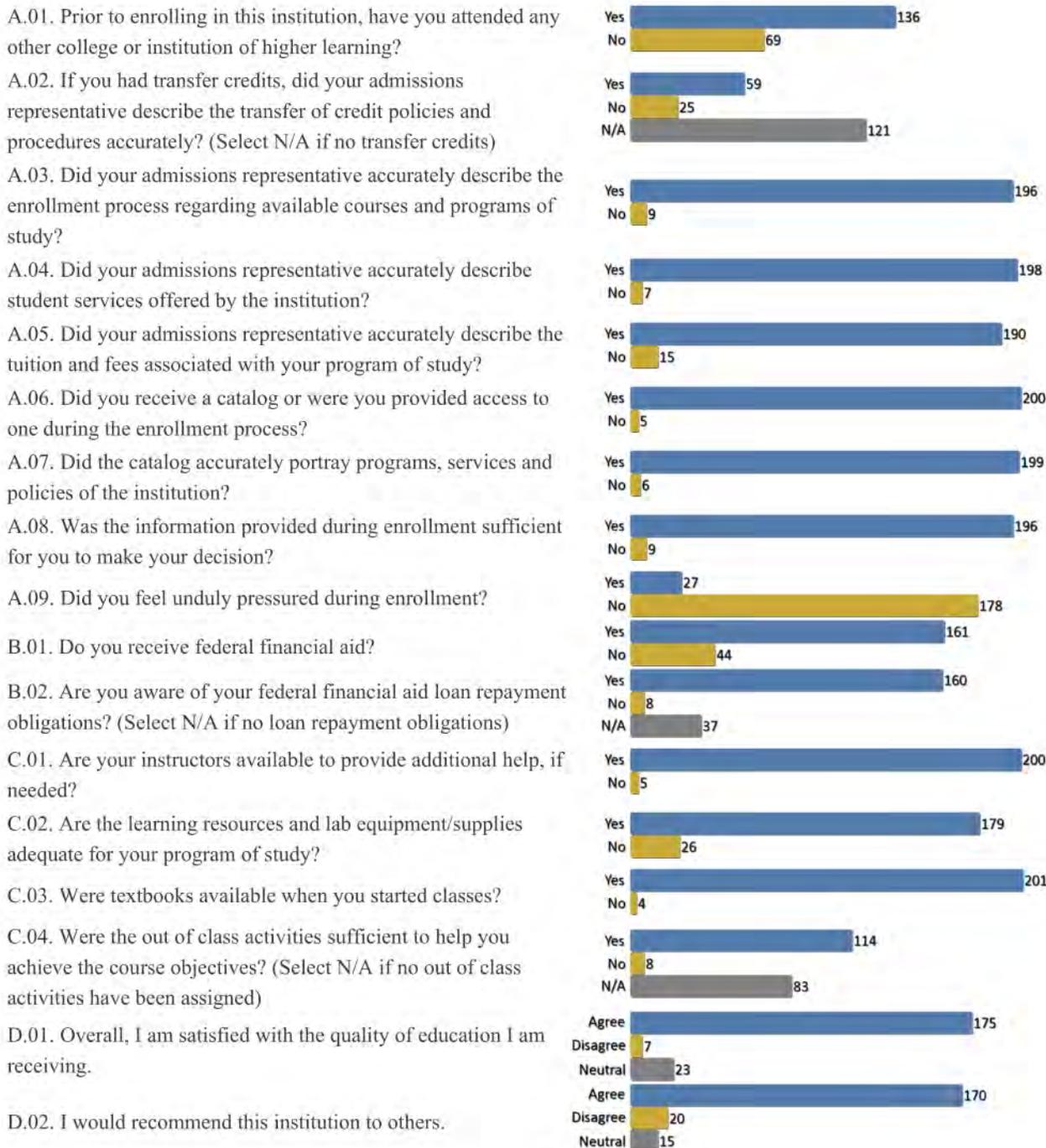
No

## SUMMARY

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1.	Section 3-1-543	Some faculty did not have adequate professional development plans (page 22).
2.	Section 3-3-302	One general education instructor does not have documentation to support required qualifications (page 23).

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 programs.



## **RECOMMENDATION(S)**

### **Educational Activities**

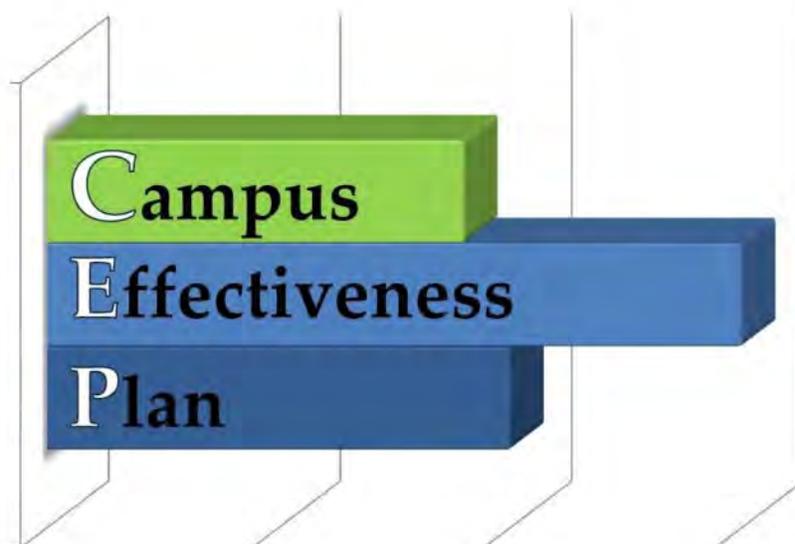
The campus should find a way to systematize the planning of professional growth activities for its faculty. While many of the faculty do appear to carry out such activities, the recording of these activities on their plans and the documentation of such activities is not consistent.





# MINNESOTA SCHOOL OF BUSINESS

Globe University - Moorhead Campus  
2014 - 2015



**John Andrick**  
*Campus Director*

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**Figure 1. *Minnesota School of Business Vision, Mission and Strategic Objectives***



# MINNESOTA SCHOOL OF BUSINESS

## VISION

*We Care* about our students,  
*We Care* about our employees, and  
*We Care* about the employers who hire our students.

## MISSION

We will demonstrate *We Care* by preparing career-focused,  
community-minded graduates for the global workforce.

## STRATEGIC OBJECTIVES

### *We Care* about:

### We are committed to:

Student Success

Attracting students and delivering relevant, quality educational experiences that engage students and lead them to graduation and career success.

Employee Success

A dynamic environment that recognizes performance and provides growth opportunities.

Investment Success

Providing a quality education that leads to a strong return on investment for all stakeholders.

Customer Service

Being the premier provider of career education by exceeding the expectations of our students, employees and employers.

Communication

Engaging in, and managing, effective communication.

Compliance

Maintaining a culture of compliance.

Community Engagement

Building communities through education.

## 1. Introduction

Minnesota School of Business (MSB) – Moorhead (doing business as Globe University (GU) - Moorhead) is a member of the Globe Education Network (Globe Education Network). Globe Education Network consists of Globe University, Minnesota School of Business, Broadview University, Minnesota School of Cosmetology, The Institute of Production and Recording and Duluth Business University. These school systems work together through a consortium agreement (see Section 4) to provide students with easy transferability of credits if relocating as well as increased options for course selection through online offerings. In addition, all campuses operating within the Globe Education Network family of institutions are supported by the Globe Education Network support team.

The Globe University - Moorhead campus is located in Moorhead, MN and serves a metropolitan area that also includes Fargo, ND and West Fargo, ND. The Moorhead/Fargo Metro Area includes Cass and Clay counties and several smaller cities. The Metro Area is a lively, dynamic community with a total population of 208,777 and growing. Moorhead/Fargo ranks exceptionally high on the "livability" scale. With one of the lowest unemployment rates in the country, the Moorhead/Fargo metro has nearly unlimited opportunities. The major industries that make up the labor market include: Education & Health Services, Government, Retail, and Professional & Business Services. The Moorhead/Fargo metro is diverse, stimulating and family oriented with all the amenities that make for a satisfying and fulfilling life. An excellent unemployment rate, a diverse work force, reasonable housing costs and outstanding educational opportunities make the area an ideal choice for both individuals seeking relocation and businesses that are ready to move. It's a high quality of life for a low cost of living.

### A. History of Minnesota School of Business

Minnesota School of Business, Inc., is a Minnesota-based corporation doing business as Minnesota School of Business. Minnesota School of Business was founded in 1877 by Professor Alexander R. Archibald, previously of Dartmouth College. He and one assistant taught bookkeeping, shorthand, English and penmanship in a three-room school in Minneapolis. Charles T. Rickard and Grove A. Gruman purchased the school in 1890 and moved to larger facilities in the Jewelers' Exchange Building at First Avenue North and Seventh Street in downtown Minneapolis.

In 1929, the Correll and Kamprath families bought the school and relocated it to 24 South Seventh Street. The school moved again in 1979 to the Chamber of Commerce Building at 11 South Fifth Street. ITT Educational Services, Inc., purchased the school in 1969. Terry L. Myhre purchased the school in January of 1988. Today the corporation is owned by the Terry and Kaye Myhre family. There are currently ten Minnesota School of Business campus locations throughout the state of Minnesota.

Minnesota School of Business - Richfield is the main campus of MSB – and operates branches in Brooklyn Center (1991), Plymouth (2002), Shakopee (2004), St. Cloud (2004), Rochester (2005), Blaine (2007), Elk River (2009) and Lakeville, Minnesota (2009).

In 2008, Minnesota School of Business and Globe University established an online division that offers 100% online programs and individual courses to residential students in the Globe Education Network member schools.

Minnesota School of Business – Moorhead (now doing business as Globe University – Moorhead) was approved in 2008 and began its first classes in the Summer 2008 term, with an initial enrollment of 54 students. The campus is approved to offer diploma, certificate, associates, and bachelor's degree programs.

## B. Vision, Mission and Strategic Objectives

In the fall of 2009, the network support leadership team and owners met to revise the Globe Education Network vision, mission and strategic objectives (see Figure 1, p. 2). These revisions were made to reinforce the *WE CARE* philosophy of the owners and team members of Globe Education Network. The revisions also serve to incorporate both community-based civic values and global economic shifts into Globe Education Network's mission.

## C. Statement of Ownership

Minnesota School of Business, Inc. (MSB) and Globe University, Inc. (GU) are private, postsecondary schools incorporated in the State of Minnesota. MSB and GU are owned by the Terry and Kaye Myhre family. Terry L. Myhre is the sole member of the Board of Directors that governs each campus.

## D. Accreditations and Approvals

- *Institutional:* Accrediting Council for Independent Colleges and Schools (ACICS). The current five-year grant expires on December 31, 2015.
- *Programmatic:*
  - o Medical Assisting programs: ABHES
  - o Veterinary Technology programs: AVMA
- *State Approval:* MSB - Plymouth is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71
- *VA Approval:* Programs are approved by the Minnesota State Approving Agency for Veterans' Education

## E. Physical Facilities

The square footage of the building is 31,460 feet. It includes two floors. First floor houses the Veterinary Technology program, staff offices, Student Common area as well as a reception and testing area. Second floor consists of classrooms and a library. Class rooms include two Massage Therapy labs, a conference room, two Medical Assistant labs, a Digital Video Classroom, an Information Technology Lab, three computer labs and five classrooms for flexible learning. Each classroom is equipped with a smart board and Apple TV. Rest rooms are available on both floors and all rooms are ADA compliant. Finally, both floors are equipped with rooms for maintenance and closets that contain servers and other technology.

The external building includes two parking lots which form an "L" shape outside the building. A small dog kennel is behind the Veterinary Technology lab. A community garden has been planted on the property for student use. The Veterinary Technology rooms also include a smaller surgery theater, an x-ray room and kennel that are American Veterinary Medical Association (AVMA) compliant.

## 2. Campus Effectiveness Plan Overview

### A. Purpose and Structure

The Campus Effectiveness Plan (CEP) serves multiple purposes and is the primary vehicle for ensuring institutional effectiveness and fostering continuous improvement in the educational experience offered to all Globe University – Moorhead students. Globe University – Moorhead believes the most accurate measurement of our effectiveness is an ongoing evaluation of our performance against our stated goals, institutional philosophy and mission, as well as the measurement of our success in all operational areas. The CEP is a working document that is continuously evaluated as we analyze our data to determine effectiveness.

Globe University – Moorhead strongly believes in a commitment to excellence in all areas and the plans for improvement detailed in the CEP serve as the framework for ensuring institutional effectiveness and continuous improvement. The CEP has been developed through collaborative efforts and provides us with a framework and tool to ensure we are continually working toward excellence.

In accordance with section 3-1-111 of the *ACICS Accreditation Criteria*, the Globe University – Moorhead CEP includes data on each of the following metrics: 1) retention rates, 2) placement rates, 3) graduate satisfaction, 4) employer satisfaction, and 5) student learning outcomes. Data for each metric are analyzed at the campus-level within the narrative of the CEP. In addition, as a means of assessing and continually improving each academic program offered at Globe University – Moorhead, the five metrics noted above are also used to compile program outcome scorecards that appear in Appendix A. Each scorecard includes outcome data, analysis and improvement initiatives relevant to the specific program.

### B. Development

The Globe Education Network leadership team developed a template in 2004 in order to provide all Globe Education Network campuses with a common structure for developing a campus-specific plan. The template has since undergone revisions (in 2009 and 2012) to incorporate new methods of measuring student learning outcomes and additional supporting data for program-specific outcomes. While each campus uses a common template, the campus leadership team is responsible for the campus effectiveness planning process, including the analysis of data relevant to each required metric, setting goals for continuous improvement and tracking their progress in meeting those goals. Each campus is free to add any data (in addition to the elements required by ACICS) or metrics that the leadership team deems relevant to their campus effectiveness planning process. Each campus meets quarterly to evaluate their progress toward their stated goals for improvement and completes a full update of the CEP annually following the reporting of data to ACICS on the Campus Accountability Report (CAR).

The Globe University – Moorhead campus utilizes a CEP Committee to engage representatives from the entire campus community in the effectiveness planning process. The CEP is initially developed by the Director's Team with input from key constituents. Drafts are reviewed and revised prior by the CEP committee prior to adoption by the campus. The campus director, John Andrick, oversees the committee and is responsible for the implementation of the CEP. The CEP committee is comprised of representatives from the campus leadership team, as well as academic program chairs, and other department leaders. The current CEP committee members are listed below.

John Andrick – Campus Director  
 Brian Boeshans – Director of Admissions  
 Bobbi Bricker – Dean of Education, Business Program  
 Chair  
 Jonathan Foss – Director of Career Services  
 April Ide – Campus Librarian  
 Stacey Tronson – Paralegal and Accounting Program  
 Chair

Terri Yeager – Interim Vet Tech Program Chair  
 Sara Lyons – Resident Veterinarian  
 Toby Mulvihill – Massage Therapy Program Chair  
 Rikki Iverson – Associate Dean of Education  
 Rachel Lykken – Financial Aid Manager

\*Committee Members Updated April 27, 2015

<b>Annual CEP Schedule</b>	
<b>Quarter</b>	<b>Items to be Reviewed</b>
<i>Fall</i>	Compile and review CAR data, review annual survey & develop new CEP; Review previous quarter retention, placement, and learner outcome data; Determine trends, revisit goals, and amend CEP as necessary
<i>Winter</i>	Review ancillary budget for calendar year. Review previous quarter retention, placement, and learner outcome data; Determine trends, revisit goals, and amend CEP as necessary
<i>Spring</i>	Review graduate and employer surveys. Review previous quarter retention, placement, and learner outcome data; Begin drafting new CEP
<i>Summer</i>	Review previous quarter retention, placement, and learner outcome data; Determine trends, revisit goals, and amend CEP as necessary; Provide suggestions to GLOBE EDUCATION NETWORK strategic planning process; Amend CEP as necessary;

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### 3. Distance Education

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Globe University – Moorhead offers students the option of completing individual courses via distance education. The Online Division Globe Education Network is operated and maintained centrally for all Globe Education Network consortium schools, with equipment located in Minnesota at the Minnesota School of Business's Richfield campus. Mr. Chris Schmitz is director of the Online Division. Globe University – Moorhead students must complete at least 50% of their program at their home institution. Erik Block, Academic Coordinator, also acts as the campus online coordinator onsite to assist residential students with online courses.

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### 4. Consortium Agreement

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A student enrolled at Globe University, Minnesota School of Business, Broadview University, The Institute of Production and Recording, Minnesota School of Cosmetology or Duluth Business University has the option to earn credit for equivalent courses taken at any of these institutions. The consortium agreements between these institutions meet the schools' programmatic, local, state and national licensing and accreditation criteria.

These institutions have common ownership and a centralized support system of corporate division personnel provided by the Globe Education Network. The agreements provide the student with the flexibility to take equivalent courses from all campus locations and online. Online coursework is administered through a centralized, shared e-Education platform, Blackboard (Campus Connect), and delivered by Minnesota School of Business, Globe University, Broadview University and Duluth Business University faculty.

Student Services records, including records of satisfactory academic progress and financial aid, will be maintained and monitored by the campus where the student will receive a diploma or degree. Each campus will be ultimately responsible for the delivery of its programs and the satisfaction of its students. If a student elects to attend a course at a location other than the student's home institution (primary attendance location) the home institution will charge tuition and fees for all coursework and award and disperse all financial aid. Minnesota School of Business students are required to complete at least 50 percent of their program under the Minnesota School of Business brand. A copy of the consortium agreement is kept on file at each campus. Students have the right to review and acknowledge the agreement prior to taking courses at other campuses.

## 5. Programs of Study

Globe University – Moorhead is approved to offer the programs appearing in Figure 2, below. Appendix B includes complete program descriptions and learning objectives. Additionally, the percentage of Globe University – Moorhead students enrolled in each program of study is provided in the “Institutional Demographics” section below.

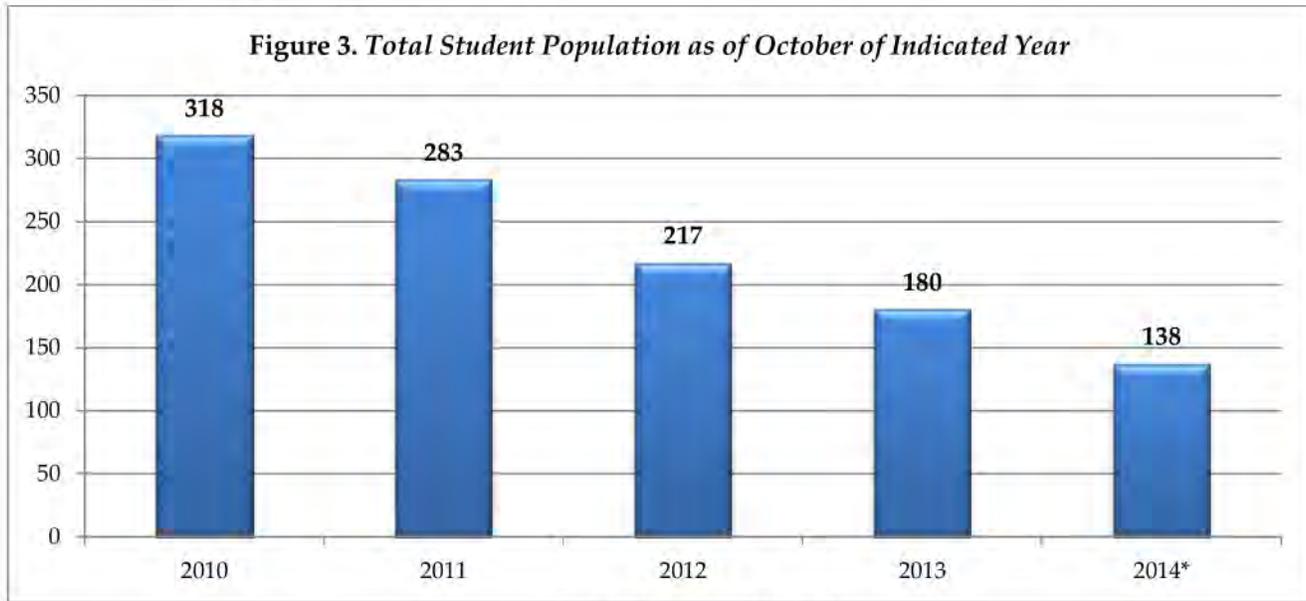
**Figure 2. List of Approved Programs**

Diploma Programs	
<ul style="list-style-type: none"> <li>• Business Administrative Assistant</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Massage Therapy</li> <li>• Medical Administrative Assistant</li> </ul>
Associate's Programs	Bachelor's Programs
<ul style="list-style-type: none"> <li>• Accounting and Tax Specialist</li> <li>• Business Administration</li> <li>• Information Technology</li> <li>• Internet Marketing</li> <li>• Management Accounting</li> <li>• Massage Therapy</li> <li>• Medical Administrative Assistant</li> <li>• Medical Assistant</li> <li>• Mobile Application Development</li> <li>• Paralegal</li> <li>• Sales and Marketing</li> <li>• Veterinary Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business Administration</li> <li>• Business Management</li> <li>• Information Technology</li> <li>• Paralegal</li> <li>•</li> </ul>

Notes: <sup>1</sup> - Program offered 100% residentially; <sup>2</sup> - Program offered residentially but requires some online courses; <sup>3</sup> - Program offered 100% online (include for GU-WB, MSB-RF and BVU-WJ only), <sup>4</sup> - Approved but not currently enrolling

## 6. Institutional Demographics

### A. Total Student Population



\*Data collected in October 2014

### B. Enrollment by Program and Credential Level

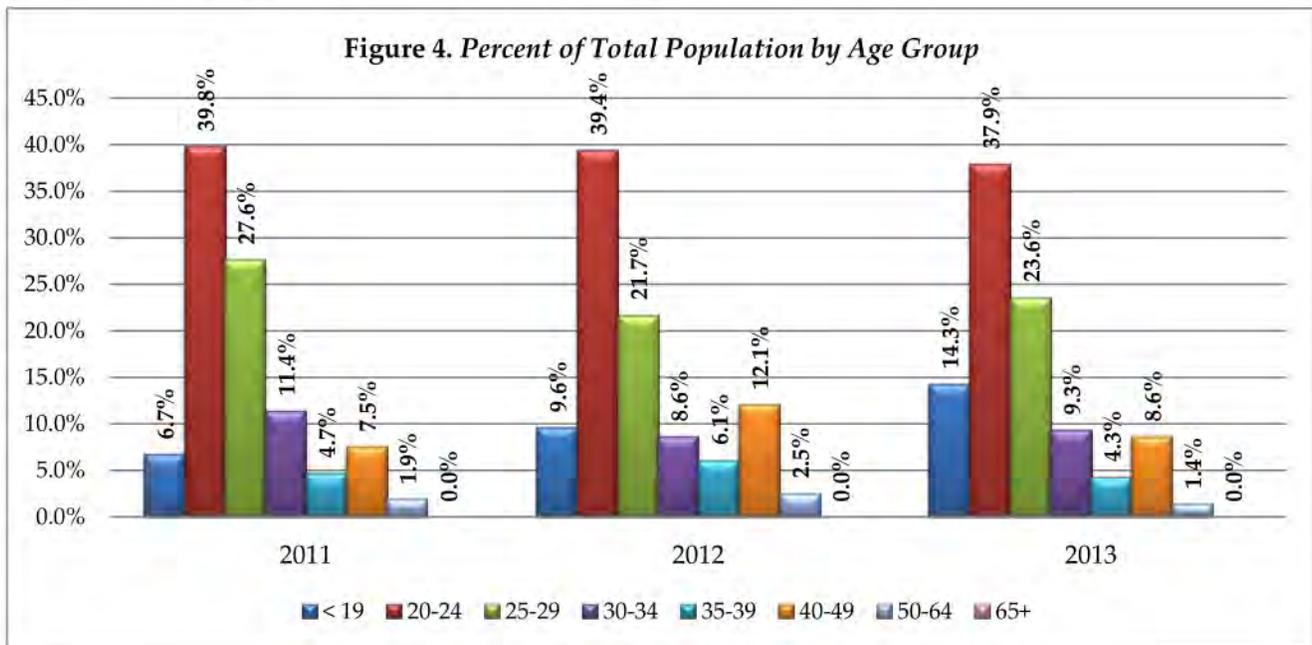
**Table 1. Enrollment by Program and Credential Level**

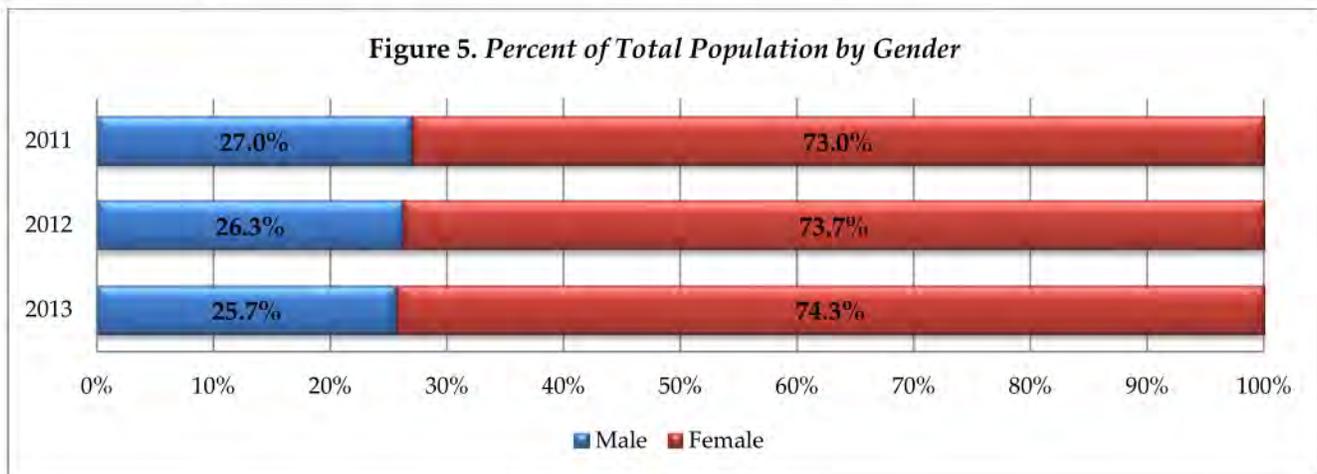
Credential	Program	Students Enrolled	% of Credential Level	% of Total Enrollment
Diploma	Business Administrative Assistant	0	0%	0%
	Massage Therapy	10	100%	7.3%
	Medical Administrative Assistant	0	0%	0%
	<b>Diploma Programs TOTAL</b>	<b>10</b>	<b>100%</b>	<b>7.3%</b>
Associate's	AAS: Accounting and Tax Specialist	1	1.1%	0.7%
	AAS: Business Administration	3	3.3%	2.2%
	AAS: Information Technology	4	4.4%	2.9%
	AAS: Internet Marketing	0	0%	0%
	AAS: Management Accounting	2	2.2%	1.5%
	AAS: Massage Therapy	11	12.2%	8.0%
	AAS: Medical Administrative Assistant	0	0%	0%
	AAS: Medical Assistant	0	0%	0%
	AAS: Paralegal	7	7.8%	5.1%
	AAS: Sales and Marketing	0	0%	0%

	AAS: Veterinary Technology	62	68.9%	45.3%
	<b>Associate's Degree Programs TOTAL</b>	<b>90</b>	<b>100%</b>	<b>66.1%</b>
<b>Bachelor's</b>	BS: Accounting	8	22.2%	5.8%
	BS: Business Administration	9	25%	6.6%
	BS: Business Management (all emphases)	7	19.4%	5.1%
	BS: Information Technology (all emphases)	4	11.1%	2.9%
	BS: Paralegal	2	5.6%	1.5%
		<b>Bachelor's Degree Programs TOTAL</b>	<b>36</b>	<b>100%</b>
<b>ALL Programs</b>	<b>TOTAL</b>	<b>137</b>		<b>100%</b>

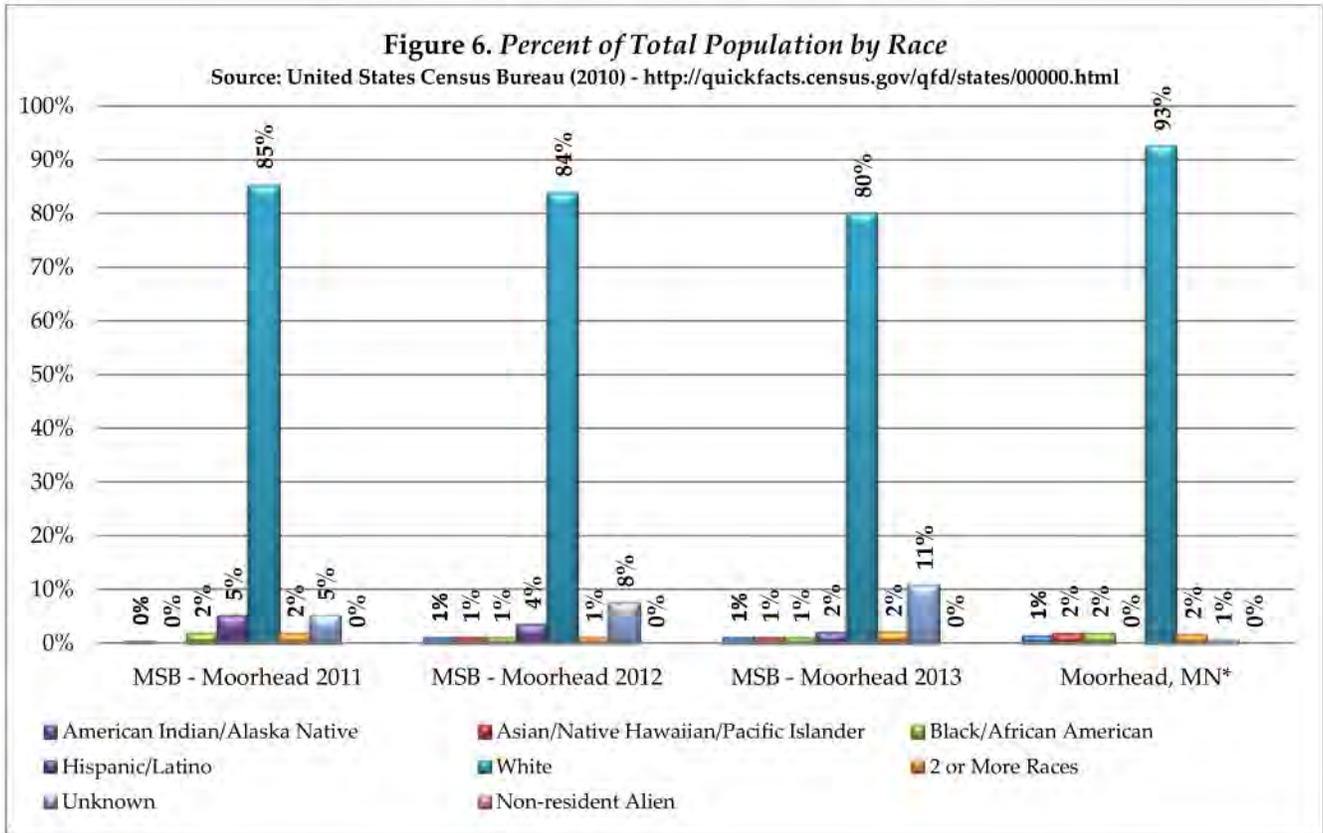
\*Data above is as of census data, October 2014.

### C. Age Group Representation in Student Population



**D. Gender Representation in Student Population**

E. Racial/Ethnic Group Representation



## 7. Moorhead Campus Outcome Data

The current section of the Globe University – Moorhead CEP presents campus-level data on student retention, career placement rates, graduate satisfaction, employer satisfaction and student learning outcomes, as required by the ACICS Criteria. Data from the Globe University – Moorhead annual student survey are also discussed. For each metric, an analysis, identifying trends and potential sources of the campus' current performance levels, as well as any plans the campus will implement in order to improve its performance, are described in detail.

Finally, as a supplement to our analysis of the overall campus performance on these metrics, Appendix C contains program outcome scorecards that provide data, analysis and improvement plans for each individual program offered at Globe University – Moorhead.

### A. Retention

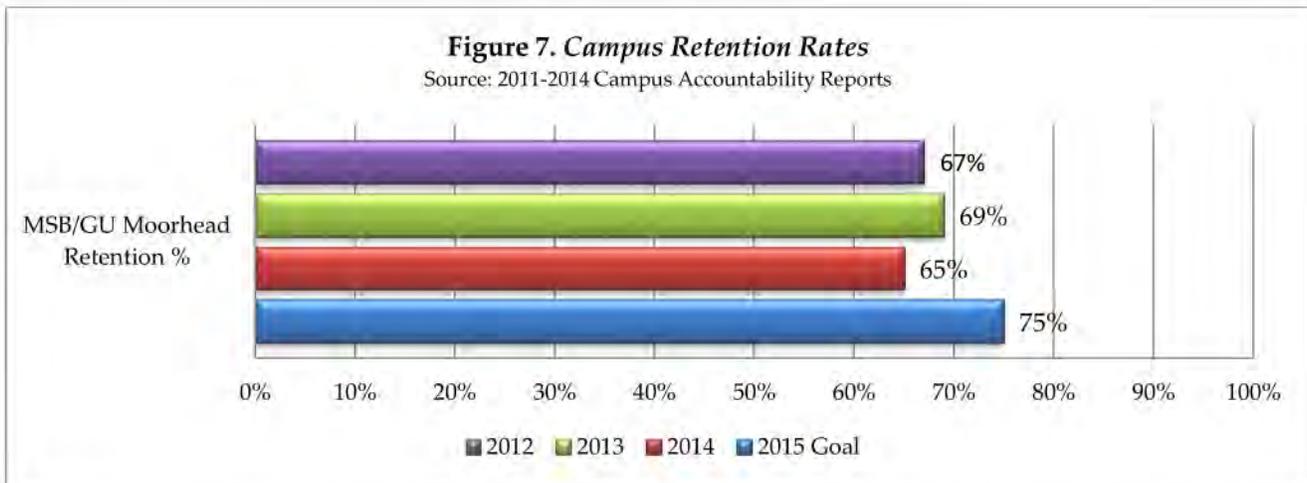
Globe University – Moorhead regularly monitors the retention of its student population. Retention data are stored in CampusVue, the student information system used by Minnesota School of Business for the storage and retrieval of student data. Retention rates are calculated using the ACICS retention rate formula, as provided in the Campus Accountability Report (CAR) instructions. The specific retention rate formula, which reflects ACICS's 2009 change to account for students transferring between institutions with common ownership, appears below.

$$\text{Retention \%} = \frac{(\text{Adjusted Total Enrollment} - \text{Withdrawals})}{\text{Adjusted Total Enrollment}} \times 100$$

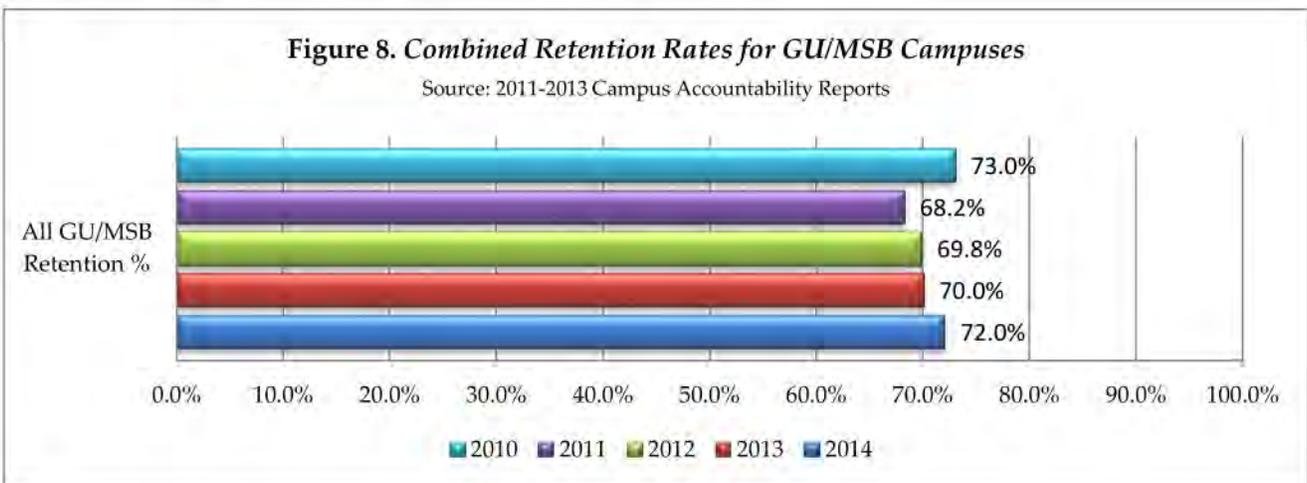
Note: Adjusted Total Enrollment = Total Enrollment – Students Withdrawn to Enroll in Institution with Common Ownership

#### i. Retention Data

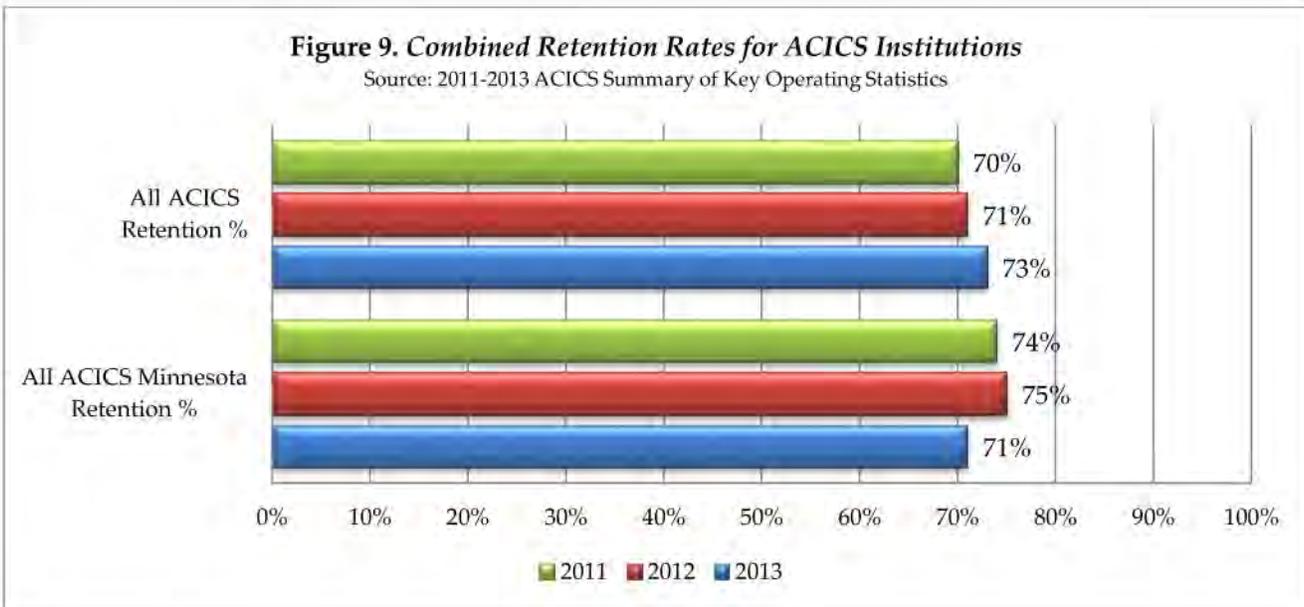
Figure 7 provides student retention data for the Globe University – Moorhead campus for the three most recent ACICS CAR reporting years. Additionally, Figure 7 illustrates the campus' goal for student retention during the 2014-2015 CAR year.



The Globe University – Moorhead campus also examines aggregate retention rate data from other ACICS-accredited campuses within the Globe Education Network consortium. The combined Globe Education Network retention data from the past three CAR reporting years appear in Figure 8, below.



Finally, our campus leadership team also sees value in examining our retention rates in comparison to other ACICS institutions and other ACICS institutions operating specifically within Minnesota. Figure 9 includes relevant retention data from the ACICS Key Operating Statistics.



## ii. Analysis

The Globe University – Moorhead campus has historically fallen slightly short of the 70% ACICS benchmark for retention. The three year period listed above supports this and shows improved retention in the second year, with a drop off in year three. Campus leadership believes it is important to understand who the students are, as well as the reasons they are leaving in order to best identify opportunities for improvement. There are a variety of common assumptions made about the students at the Globe University – Moorhead campus, not all of which can be confirmed. Some of those assumptions include:

- Many students have previous college experience. This is a confirmed assumption. Roughly 2 of every 3 students that attend Globe University – Moorhead have previous college experience. The assumption is often carried further in the belief that students have attended multiple colleges. This assumption is not confirmed. However, this does not appear to be a factor in retention as the percent of students in withdrawn or expulsion status with previous education is slightly lower (63%) than is represented in the campus at large.
- Many students have social or personal issues hindering their academic success. There is certainly anecdotal evidence to support this assumption. However, it has not been formally tracked, nor have any themes in the types of issues been identified. The status change reasons listed in CampusVue are often very broad (Personal Reasons) or do not give any explanation for withdrawal (No Contact, Lack of Attendance).
- Many of our students are non-traditional or older. The average age of Globe University – Moorhead students is 29 years old, which falls outside of the 18 to 24 year old range generally considered to be traditional. However, over the past three years, the percentage of students that would be considered traditional has grown from 46.5% in 2011, to 49% in 2012, and to 52.9% in 2013. While the assumption can be disputed, the age of students certainly seems to correlate with retention outcomes. Non-traditional students make up 70% of all expulsions and 62% of all withdrawals, despite only making up between 47 and 54% of the campus at large.

Campus leadership also believes that the path to withdrawing has been inconsistent and not formalized. It is noted that students regularly state they plan to return to school in order to ease the transition out. While this has not been accurately tracked, there does seem to be enough anecdotal evidence to support plausibility.

Campus leadership also believes that changes to the makeup of the campus level financial aid department have contributed to retention concerns during the current reporting periods. The staff was reduced to a single Financial Aid Manager near the beginning of the 2013-2014 reporting period. That staff left through natural attrition and was replaced by support from the corporate and online financial aid offices. Leadership believes that these changes, poor staffing assignments, insufficient training, and insufficient support for the staff member led to negative impacts on both start numbers and retention numbers. Anecdotal evidence supports plausibility of this assumption.

### iii. Plans for Improvement

Primarily, the MSB – Moorhead campus needs to improve the tracking and analyzing of trends in retention. The assumptions shared in the analysis section need to be confirmed or refuted through the collection of additional data from exit interviews with students withdrawing and anecdotal information gathered by staff and faculty. Utilizing existing data from CampusVue and the standard quarterly attrition reports, campus leadership will look to identify risk factors and trends that are contributing to retention concerns. Programmatic retention will also be critical to analyze. The makeup of each program can vary greatly and therefore, the approach to retaining students must reflect the need of the program. Greater attention must be paid to plans developed for Program Effectiveness Plans in order to develop a campus-wide retention approach. The CEP will be evaluated and amended quarterly to reflect the determined changes to programmatic and campus-wide retention.

Campus leadership will develop a process for withdrawing that includes meeting with a program advisor, preferably the program chair, and with financial aid. These meetings will be utilized to provide the student with the most accurate understanding of the consequences of withdrawing at that point in time. Additionally, any student that states that they plan to return after taking time off will be asked to meet with the Director of Admissions to discuss that process and to set a timeline for their return. If the student follows through with the withdrawal, the program chairs will follow up to discuss and confirm a plan for reentry.

Support given to the Globe University – Moorhead campus by corporate and online financial aid, while an improvement, was inconsistent. Current students had strong support. However, new students received support that was less than adequate. Prior to the development of this plan, the financial aid support was assessed. Campus leadership determined that it is necessary to have a personal touch in financial aid in order to provide excellent support. Leadership felt it was most important to find an individual that had previous financial aid experience. Leadership also felt it was critical to take time with the search and vetting process in order to find the right candidate rather than rush to fill the position. Rachel Lykken joined the Globe University – Moorhead campus in June 2014 to support the financial aid needs of the students. Ms. Lykken was previously with Globe Education Network at the Woodbury campus as a member of their financial aid team. Additionally, she has experience in financial aid outside of Globe Education Network and has demonstrated leadership in the field through her involvement with the Minnesota Association of Financial Aid Administrators (MAFAA). Leadership

is confident that this addition will lead to an improvement of retention outcomes, as well as lead to improved show rates for new starts and reenters.

Campus leadership is committed to giving the necessary tools to the staff and faculty for improving retention. Staff and faculty members will be given Overcoming Objectives training in order to help equip individuals with the ability to discuss with students the consideration for withdrawal. Additionally, staff and faculty will be provided a list of community resources to have available for referring students that identify personal issues that are getting in the way of their academic success. This list will not be comprehensive and can be updated and amended as necessary.

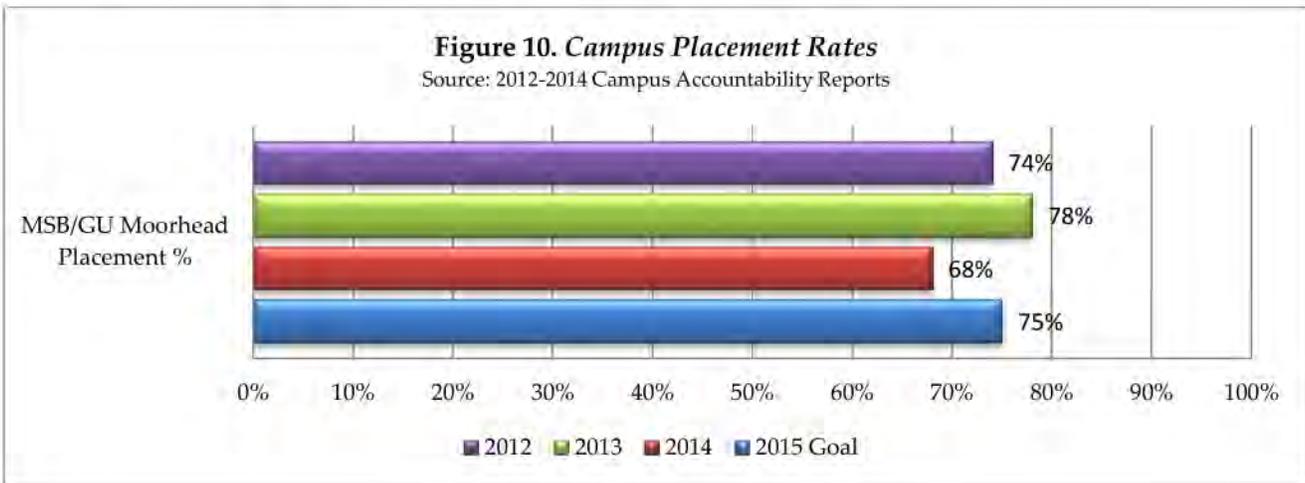
**B. Placement**

Globe University – Moorhead Placement data are stored in CampusVue, the student information system used by Minnesota School of Business and Globe University for the storage and retrieval of student data. Placement rates are calculated using the ACICS retention rate formula, as provided in the Campus Accountability Report (CAR) instructions. The specific placement rate formula appears below.

$$\text{Placement \%} = \frac{(\text{Placed in Field} + \text{Placed in Related Field})}{(\text{Graduates} + \text{Completers}) - \text{Unavailable for Placement}} \times 100$$

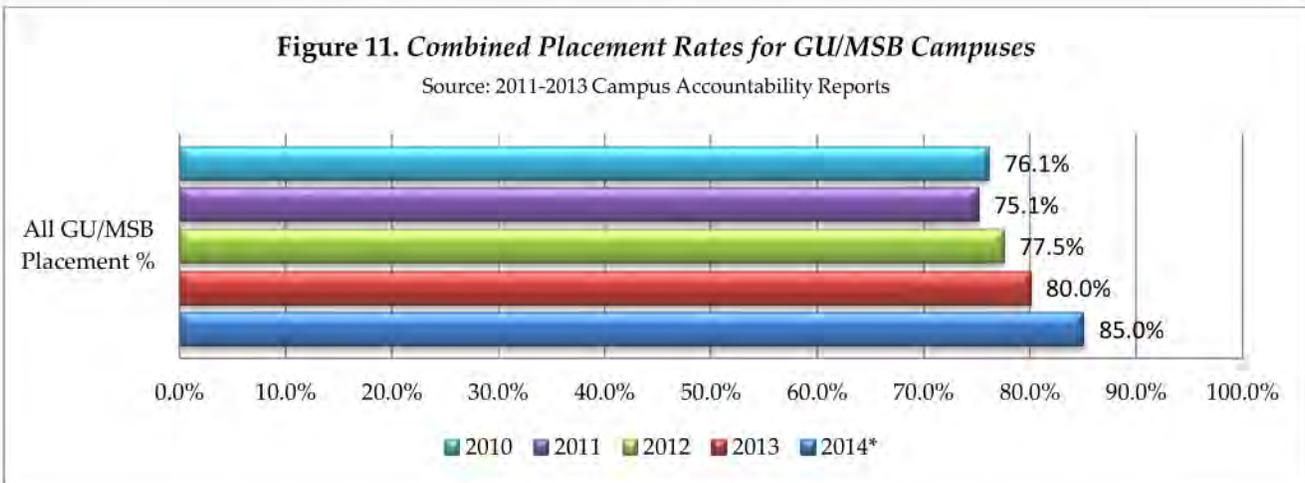
**i. Placement Rate Data**

Figure 10 provides graduate placement data for the Globe University – Moorhead campus for the three most recent ACICS CAR reporting years. Additionally, Figure 10 illustrates the campus’ goal for graduate placement during the 2013 CAR year.



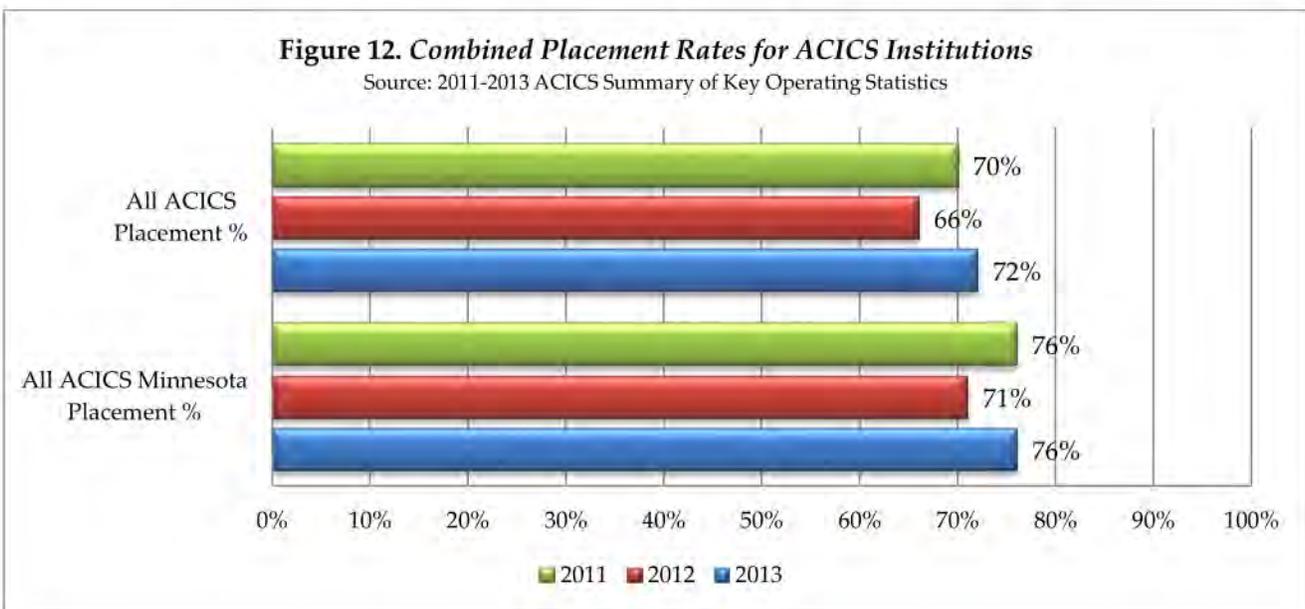
*\*Placement Data for 2014 was finalized on 10/31/2014*

The Globe University – Moorhead campus also examines aggregate placement rate data from other ACICS-accredited campuses within the Globe Education Network consortium. The combined Globe Education Network placement data from the past three CAR reporting years appear in Figure 11 below.



*\*Placement Data for 2014 is as of 9/29/2014 and will be updated when finalized on 10/31/2014*

Finally, campus leadership also sees value in examining our placement rates in comparison to other ACICS institutions and other ACICS institutions operating specifically within Minnesota. Figure 12 includes relevant placement rate data from the ACICS Key Operating Statistics.



ii. Analysis

The placement rate for Globe University – Moorhead has been in the mid to high 70’s for the past three years, 2011-2013. Currently the placement rate for the reporting year 2013-2014 is 64% (Data updated on 9/29/2014).

Data for placement can be collected through October 31, 2014 and detailed outcomes will be compiled and added at that time.

The job market in Moorhead/Fargo is incredibly healthy. The unemployment rate is low at 2.6% and there are regularly positions open that go unfilled due to a lack of qualified candidates. The Globe University – Moorhead campus held a Career Fair during the Spring Quarter that registered the largest number of employers of any career fair held on campus. Employers cited the need to be at every career event possible in order to find any qualified candidate that may be available. For most programs, a low placement rate would not be due to a lack of positions available.

The programs with the highest number of graduates and, therefore, the largest impact on placement are veterinary technology and massage therapy. Placing graduates of these programs has specific challenges. The local job market is very competitive for veterinary technology students due to the high number of graduates, a competing school, and the stagnant number of veterinary clinics in the area.

Massage therapy graduates regularly attempt to begin their own businesses after graduation. Some are successful and others seek employment after facing challenges of financing a new business and building a client base. This exploration into beginning a practice of their own can delay their job search despite encouragement to evaluate all options as graduation nears, including becoming an employee of an established business.

The other programs with smaller numbers of graduates including Accounting, Business, Paralegal, and Sales and Marketing are analyzed on an individual basis. Some students enter school with a very specific career goal in mind and others explore as they near graduation. Meeting with these students earlier on in their education will better equip the Director of Career Services to assist them.

An opportunity for placement lies in the IT industry. There are numerous available jobs for IT graduates which is reflected in the 100% placement rate for IT in 2013 and 2012. A higher number of IT graduates would result in a higher overall placement rate.

Overall, the placement rates for Globe University – Moorhead have remained stable the past three years due to the strength of the local economy.

### iii. Plans for Improvement

For campus-wide placement improvement, the campus leadership has committed to a future-focused placement strategy. Program chairs and the Director of Career Services will begin discussing the job search and placement in advance of a student's graduation. Students regularly cite the desire to wait, or to take time off after graduation, before they begin the job search. Leadership believes that the quarter system gives our students the opportunity to reach the end of their graduation at times that do not line up with other colleges in the market. These staggered graduations allow our students to enter the market at advantageous times. These advantages go away if the students wait to begin their job search. Students will also continue to be encouraged to develop and polish professionalism and networking skills. Relationships are important to finding and obtaining positions in field and students must begin to look ahead to how the relationships they build as students can result in a placement as a professional.

To improve the placement rate for the veterinary technology program, the Director of Career Services and the Program Chair have established a relationship with the HR Manager for Animal Health Clinic. Animal Health Clinic is hiring more than other clinics and is interested in employing our students throughout their education and then promoting to them to veterinary technician positions after they graduate based on need and qualifications. This new relationship has already contributed to the hiring of one graduate from 2013, one current student, and the possibility of a 2014 graduate.

To improve massage therapy placement rates, the Director of Career Services has begun encouraging students to seek employment before beginning their businesses and meeting with these students earlier in their programs. Part-time and independent contractor roles are being presented to graduates that previously were planning to open their own business to give them another option if that plan does not work out.

Meeting with students earlier in their education is the most important action item in improving placement rates. The Director of Career Services has begun meeting with students and assisting them in finding related work experience that contributes to their career goals after graduation. One example is a veterinary technology student that recently secured an animal assistant position due to meeting with Career Services. This experience will make her more competitive when she graduates and is seeking full-time employment in her field.

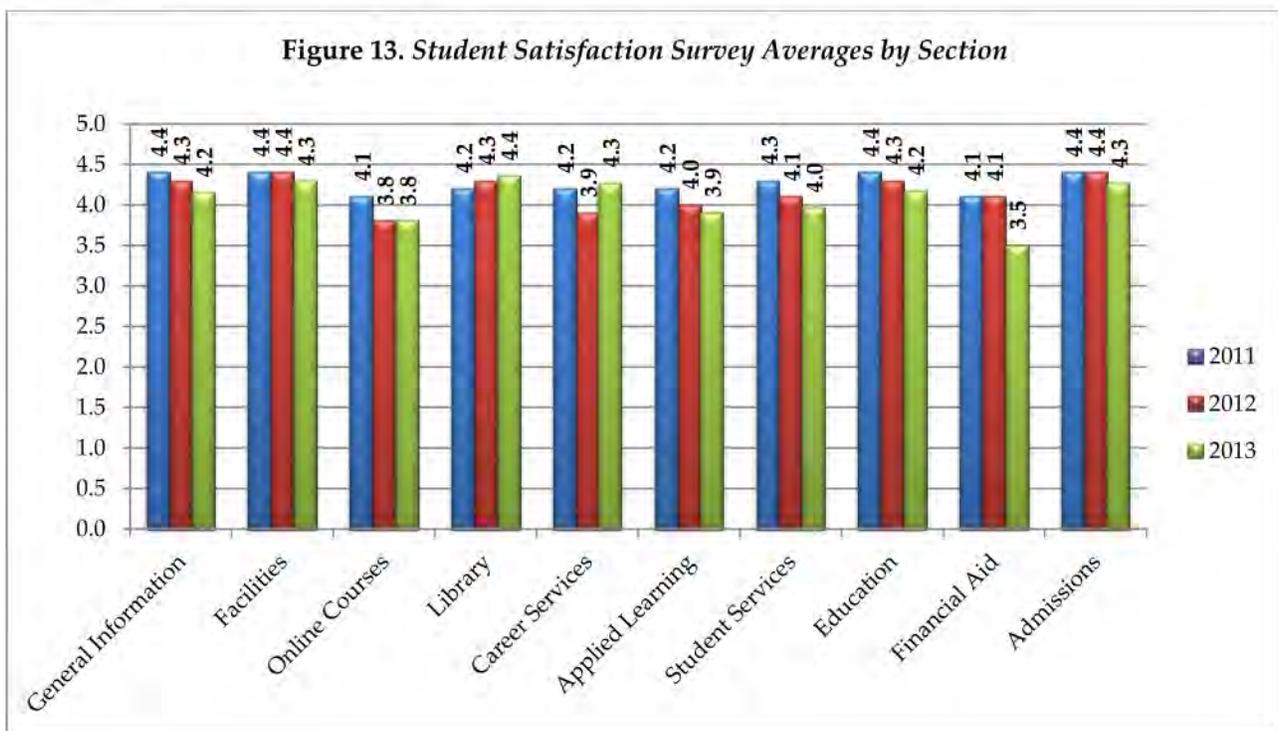
## C. Student Satisfaction

Globe University – Moorhead conducts an annual survey of its current student population in order to assess satisfaction with a variety of aspects of the student experience. We feel that this survey tool provides valuable feedback regarding the services we offer our students. Appendix D contains the most recent version of the annual student survey.

The annual survey is made available online to all students in the Fall quarter of each academic year. The survey is administered on campus by the faculty. Responses range from 1-5, with 5 being the highest positive value. An N/A response is offered for each question; and, a section for comments is also provided. A copy of the most recent survey results is provided in Appendix E. The next administration of the Student Satisfaction Survey will take place in November 2014.

### i. Student Satisfaction Survey Data

Figure 13 provides average scores across each section of the annual student survey. Data from the three most recent survey administrations are provided.



### ii. Analysis

Campus leadership utilized the outcomes of the most recent Student Satisfaction survey to determine four key strengths and three key weaknesses. The highest rated category from the survey (4.4) was Library. This was

noted as a strength despite experiencing turnover in the Librarian position that took place during the 2013 calendar year. April Ide was hired as the Campus Librarian in June of 2013 and has proven to be a valuable asset to the team. She led our campus through the initial roll out of the iPad initiative and has pushed to improve tutoring services on campus. It came as no surprise that Library would be amongst the campus strengths. Other noted strengths included Admissions, Career Services, and Facilities, all scoring a 4.3. Admissions has also experienced turnover during this assessment period. However, as a campus, we have committed to providing an Admissions experience that is consistent, compliant, and cognizant of the needs of the student. The Admissions team is committed to helping students decide for themselves whether we are the right school for them. Career Services has made a point to get involved with students from the point of enrollment to the point of placement. It is this approach that campus leadership believes is reflected in the survey results. Finally, the Facilities scored high despite anecdotal comments related to temperature regulation in the building. Staff and faculty are all aware of the importance of having a clean, comfortable, well maintained facility. Despite this being a strength, campus leadership also identified this as an area with room for improvement.

Of the three weaknesses identified, Applied Learning was the most surprising to campus leadership. There is concern that students may not have an understanding of what applied learning is, how it is being utilized in the classroom, and how it is beneficial. With a rating of 3.9, this is not a glaring weakness. Online courses were also cited as a weakness for this assessment period. Online courses have historically been at the low end of the survey results and campus leadership's commitment to providing strong residential offerings every quarter reflects that. Consistently, the majority of credits delivered to the students at Globe University - Moorhead are delivered residentially and online courses serve as a secondary option. The lowest scoring category on the survey was Financial Aid. For reasons already detailed in the retention section, campus leadership was not surprised by this outcome. Changes to personnel, insufficient training, and insufficient support are believed to be contributing factors to this outcome. Campus leadership is committed to seeing improvement in processing and packaging of new students, as well as the ongoing advisement and repackaging of active students.

#### iv. Plans for Improvement

Financial Aid has been identified as the area with the greatest need for improvement. Since the conducting of the most recent survey, changes in staffing and support have taken place and included support from corporate and online Financial Aid offices. Support given to the Globe University – Moorhead campus by corporate and online financial aid, while an improvement, still proved to be inconsistent. Current students had strong support. However, new students received support that was less than adequate. Prior to the development of this plan, the financial aid support was assessed. Campus leadership determined that it is necessary to have a personal touch in financial aid in order to provide excellent support. Leadership felt it was most important to find an individual that had previous financial aid experience. Leadership also felt it was critical to take time with the search and vetting process in order to find the right candidate rather than rush to fill the position. Rachel Lykken joined the Globe University – Moorhead campus in June 2014 to support the financial aid needs of the students. Ms. Lykken was previously with Globe Education Network at the Woodbury campus as a member of their financial aid team. Additionally, she has experience in financial aid outside of Globe Education Network and has demonstrated leadership in the field through her involvement with the Minnesota Association of Financial Aid Administrators (MAFAA). Leadership is confident that this addition will lead to an improvement of retention outcomes, as well as lead to improved show rates for new starts and reenters.

To improve upon applied learning, faculty will be tasked with providing an explanation of the philosophy of applied learning and also with identifying applied learning projects that are relevant and applicable to the needs of the students in their courses. Faculty members are already encouraged to make applied learning a priority in every class in order to help students complete course objectives in a way that is meaningful and practical.

With declining enrollment numbers, campus leadership sees the online courses as a growing area for concern. Strategic decisions must be made in order to continue provide residential offerings in all program. Courses still must meet a minimum number of registered students in order to be offered. As a result, attention must be paid to scheduling and advising that is sustainable over a long term. Those creating quarterly schedules must be encouraged to build cohorts that can allow for the average course size to remain at an acceptable level. This also increases the need to have students electing to take residential courses at the time they are offered rather than choosing to take an online offering. Those students that must take one or more online courses must be identified early and be provided with guidance and support in order to improve their online experience.

Campus leadership also believes survey data must be better communicated with the campus at large in order to yield understanding of the outcomes and buy-in for plans resulting from analysis of the outcomes.

**D. Graduate Satisfaction**

Graduates of Globe University – Moorhead provide valuable feedback regarding their experiences at the campus and the career preparation received in their academic program. This feedback is collected regularly through an electronic survey of Globe University – Moorhead graduates. Appendix F contains the most recent version of the graduate survey.

The graduate satisfaction surveys are sent out via a link in an email 30 days after a student is placed. If the survey is not completed within a month, a reminder email is sent to the graduate. Before 2012, surveys were sent to all graduates and in that year it was changed to only graduates placed in field.

The survey utilizes a response scale of 1-5 for each of the 11 questions. The questions ask the placed graduate about the quality of their preparation they received during their academic program in multiple areas such as communication, teamwork, professionalism and overall success. The survey also about their satisfaction with the resources Career Services provides. The last section of the survey asks general questions about their educational experience such as classroom experience, quality of education, services provided, and job satisfaction after graduation.

**i. Graduate Satisfaction Survey Data**

Table 2 below provides average scores for the items comprising the graduate survey, as well as overall average scores for each section of the graduate survey. Data from the three most recent survey administrations are provided. Reporting year 2010-2011 did not collect enough data to provide an appropriate sample size.

Low survey response rate is attributed to turnover within the position causing a lack of follow up. Career Services has implemented a tracking system as a column in the placement spreadsheet so that graduates and employers can easily be sent reminders when they do not complete the survey on the first or second attempt. The third attempt is a hard copy survey sent via mail. When graduates do not respond, program chairs are enlisted to encourage them to complete the survey.

For the current year, 2013-2014, 10 out of 34 graduates have responded. Five programs are represented by these 10 returned surveys: paralegal, veterinary technology, massage therapy, medical assistant, and information technology. The number of respondents is expected to rise as 2<sup>nd</sup> and 3<sup>rd</sup> attempts are sent. There was a staffing change between during data collection for the 2012-2013 year which resulted in a low return rate. For the reporting year of 2012-2013, 9 out of 54 graduates responded to the survey. In 2011-2012, 40 out of 62 graduates responded due to an experienced Director of Career Services responsible for collecting survey data. Moving forward, in the event of a staff change, the current DOCS will leave a guide to carry on the existing data collection process.

**Table 2. Graduate Survey Averages by Item and Section**

Graduate Survey Items	Year		
	2011-2012	2012-2013	2013-2014
<i>Please rate the quality of preparation you received during your academic program in each of</i>			

<i>the following areas:</i>			
Performing the appropriate functions of your job.	4.500	3.556	4.38
Demonstrating effective oral and written communication skills on the job.	4.550	3.667	4.41
Engaging in professional interactions with co-workers.	4.410	3.889	4.37
Overall success in your job.	4.447	4.111	4.43
<b>AVERAGE of Career Preparation Items</b>	<b>4.477</b>	<b>3.806</b>	<b>4.40</b>
How satisfied were you with the job leads and other services provided by the Career Services department?	4.333	5	4.42
How satisfied were you with the assistance in preparing for your job search provided in the Career Development course?	4.389	5	4.42
<b>AVERAGE of Career Services Satisfaction Items</b>	<b>4.361</b>	<b>5</b>	<b>4.38</b>
<i>Please indicate your level of satisfaction in each of the following areas:</i>			
Your classroom experiences.	4.579	3.778	4.43
The overall quality of your academic program.	4.425	3.778	4.31
The services provided by Globe Education Network.	4.225	3.444	4.09
Your overall experience with Globe Education Network.	4.125	3.667	4.05
Your job following graduation.	4.455	4.444	4.41
<b>AVERAGE of Overall Satisfaction Items</b>	<b>4.362</b>	<b>3.822</b>	<b>4.32</b>

## ii. Analysis

Campus leadership found Graduate Survey results difficult to analyze due to small sample sizes. The reporting year of 2010-2011 did not have an appropriate sample to analyze. From reporting years 2011-2012 to 2012-2013, all survey scores decreased except Career Services Satisfaction Items. From the results available, campus leadership cited Career Services Satisfaction overall as an area of strength. The scores have remained high over the past three reporting years and reflect the strong commitment made by Career Services to be involved with students during their job search.

The 2013-2014 results show the greatest area for improvement results is that of overall satisfaction with services provided by Globe Education Network. Campus leadership believes it is important to continue to provide students with an understanding of all services provided to them by our organization. Additionally, when a service is not provided, campus personnel must be equipped with the knowledge of community resources that are available to meet those needs.

## iii. Plan for Improvement

Primarily, improvement must come in the form of larger sample sizes. For the current reporting period, 10 out of 34 graduates had responded at last check. Career Services had added Graduate Surveys to the tracking tool utilized when communicating with graduates for placement purposes. Faculty members who have strong relationships with individual graduates will also be utilized to follow up when a response is outstanding.

Starting with the enrollment process and orientation, campus leadership believes that students must be made aware of all services provided by the campus and by Globe Education Network. Resources will also be provided

with faculty and staff in order to make sure the best and most up to date information is available to be passed on to students that are in need.

Campus leadership also believes survey data must be better communicated with the campus at large in order to yield understanding of the outcomes and buy-in for plans resulting from analysis of the outcomes.

## E. Employer Satisfaction

In addition to the feedback received from our graduates, MSB – Moorhead also surveys the employers who hire our graduates. Employers provide a valuable perspective on the job performance of our graduates, which can help to identify specific areas where our academic programs are meeting the needs of local employers and areas where our programs need to be strengthened in order to do so. Appendix G contains the most recent version of the employer survey.

The employer satisfaction surveys are sent out via a link in an email 30 days after a student is placed. If the survey is not completed within a month, a reminder email is sent to the employer. Before 2012, surveys were sent 30 days after the student was placed and in that year it was changed to 30 days after the graduates start date.

The survey utilizes a response scale of 1-5 for each of the 8 questions. The questions ask the employer about the quality of the graduate's preparation they received during their academic program in multiple areas such as communication, teamwork, professionalism and overall success. The survey also asks about their satisfaction with the number of resumes available and their overall experience working with Career Services.

### i. Employer Satisfaction Survey Data

Table 3 below provides average scores for the items comprising the employer survey, as well as overall average scores for each section of the employer survey. Data from the three most recent survey administrations are provided. Reporting year 2010-2011 did not collect enough data to provide an appropriate sample size.

Low survey response rate is attributed to turnover within the position causing a lack of follow up. Career Services has implemented a tracking system as a column in the placement spreadsheet so that graduates and employers can easily be sent reminders when they do not complete the survey on the first or second attempt. The third attempt is a hard copy survey sent via mail.

For the current year, 2013-2014, 13 out of 22 employers have responded. Five programs are represented by these 13 returned surveys: paralegal, veterinary technology, massage therapy, medical assistant, and information technology. The number of respondents is expected to rise as 2<sup>nd</sup> and 3<sup>rd</sup> attempts are sent. There was a staffing change between during data collection for the 2012-2013 year which resulted in a low return rate. For the reporting year of 2012-2013, 17 out of 54 employers responded to the survey. In 2011-2012, 12 out of 62 employers responded. Moving forward, in the event of a staff change, the current DOCS will leave a guide to carry on the existing data collection process.

**Table 3. Employer Survey Averages by Item and Section**

Employer Survey Items	Year		
	2011-2012	2012-2013	2013-2014
<i>Please rate the quality of the employee's preparation in each of the following areas:</i>			
Performing the appropriate functions of his/her job.	4.727	4.500	4.61
Demonstrating effective written and oral communication skills on the job.	4.545	4.312	4.45
Engaging in professional interactions with co-workers, supervisors and customers.	4.545	4.500	4.54
Functioning as a member of a team.	4.727	4.812	4.84
Overall success on the job.	4.727	4.625	4.68
<b>AVERAGE of Career Preparation Items</b>	<b>4.655</b>	<b>4.550</b>	<b>4.62</b>
<b>Please rate the employee's overall job performance in comparison to other employees in similar positions with similar levels of experience.</b>	<b>4.600</b>	<b>4.562</b>	<b>4.57</b>
Number and quality of resumes available on the website that was applicable to this position.	4.000	3.000	3.43
Your overall experience working with the Globe Education Network Career Services staff.	4.000	4.000	4.13
<b>AVERAGE of Career Services Department Items</b>	<b>4.000</b>	<b>3.500</b>	<b>4.58</b>

**ii. Analysis**

According to the employer survey results, preparing graduates for their careers is a strength. With scores ranging from 4.312-4.812, the survey illustrates that the graduates are prepared to begin their careers.

A weakness is the services provided by Career Services to employers. Many of the graduates utilize Career Services to prepare for their job search but improvements can be made on better connecting with employers. In a graduating class, there is likely only one or two graduates that could meet the employers' needs. The employer may not want to invest time for such a small candidate pool. Also, not many resumes are available on Career Connect which explains the lower scores for that question.

**iii. Plan for Improvement**

To increase the number of resumes on Career Connect, creating a profile will be implemented as a class assignment in PD 260. Also, the Director of Career Services will encourage all students and graduates to create a profile. Now that the site has been updated and is much more user friendly than previously, it will be easier to get applicants and employers to utilize the site.

Campus leadership also believes survey data must be better communicated with the campus at large in order to yield understanding of the outcomes and buy-in for plans resulting from analysis of the outcomes.

## F. Student Learning Outcomes

All programs offered at Globe University – Moorhead have established student learning outcomes and a collection of assessments designed to measure those outcomes. Program learning outcome assessments (LOAs) are integrated into the curriculum of each academic program and assessment data are collected quarterly from Globe University – Moorhead faculty teaching courses in which students complete an assessment. While quarterly data are reviewed by the campus academic leadership team, aggregate academic year data serve as the basis for planning and decision making relevant to curriculum, instruction and student learning. The most recent annual LOA reports represented the fourth full year of assessment data using our current model and were compiled following the 2013-2014 academic year.

As a part of the Globe Education Network, Globe University – Moorhead shares common student learning outcomes and assessment instruments with other Globe Education Network campuses offering similar programs. This allows our campus to benchmark our annual LOA results against two sources of baseline data; our own results from the prior year and the combined results of assessments delivered at other Globe Education Network campuses.

### i. Student Learning Outcomes Data

All programs offered at Globe University - Moorhead have established student learning outcomes and a collection of assessments designed to measure those outcomes. Program learning outcome assessments (LOAs) are integrated into the curriculum of each academic program and assessment data are collected quarterly from Globe University - Moorhead faculty teaching courses in which students complete an assessment. While quarterly data are reviewed by the campus academic leadership team, aggregate academic year data serve as the basis for planning and decision making relevant to curriculum, instruction and student learning. The most recent annual LOA reports (Appendix H) represented the fourth year of assessment data using our current model and were compiled following the 2013-2014 academic year.

As a part of the Globe Education Network, Globe University - Moorhead shares common student learning outcomes and assessment instruments with other GEN campuses offering similar programs. This allows our campus to benchmark our annual LOA results against two sources of baseline data; our own results from the prior year and the combined results of assessments delivered at other GEN campuses.

The Professional Development courses have recently been added as LOAs in the recent reporting period. Analysis and plans for improvement for Professional Development have been included in each of the departmental areas in which Professional Development was assessed. Going forward, this will continue to be assessed in each program area given that they are applicable to so many programs.

#### a. Sectional analysis by program and plan for improvement

##### i. Accounting

##### 1. Analysis

Seven learning outcomes were assessed in the accounting courses during this reporting year. Sample sizes in most accounting courses are quite small (two or fewer students) and can be skewed by one good or bad outcome. Small sample sizes limit the effectiveness of analysis and the opportunity to plan. In five of the seven courses, a

majority of the students achieved an “Excelling” or “Performing” scores on all assessments. This is a demonstration that the accounting students both understand and can apply concepts relating to payroll records, accounting software, federal tax rules and the preparation of financial statements. One out of two students was unable to demonstrate the ability to prepare financial statements. This is a crucial task of those in the accounting profession and must be addressed.

**2. Plan for improvement**

Academic leadership believes that small class sizes in the accounting program should lend to improved overall results. Faculty will be trained on a variety of delivery and engagement strategies as needed. All instructors are also required to review tutoring availability, study skill sessions, and research refreshers that are offered on campus.

**ii. Business**

**1. Analysis**

Seven different learning outcomes were assessed in the business courses during the reporting year. In most areas, the majority of students scored in the “Excelling” or “Performing” categories. The most concerning areas in which students scored in the “Developing” or “Beginning” categories are explaining basic business concepts and providing sources, evidence, and documentation.

**2. Plan for improvement**

Academic leadership believes it is important to provide ongoing refreshment of knowledge gained in previous courses. Instructors are encouraged to continuously revisit previous subject areas in order to reinforce the ability to explain basic business concepts. Additionally, library instruction, inside and outside of the classroom is being utilized to strengthen the ability to effectively incorporate and document research into course work.

**iii. General Education**

**1. Analysis**

The overall data for Globe University – Moorhead is in alignment with the overall Globe Education Network organization learning outcome goals; however, we have areas for opportunity in general education, specifically in NS116 which yielded the lowest percent of students meeting the threshold, and fell short of the 80% passing goal. Despite missing this threshold, the numbers represented above in NS112 and NS116 are significant improvements over the previous year’s data for these two assessments. All other assessments showed a year over year decline in the percent of goal met. Average scores in all five assessments categories exceeded the 70% threshold mark. General education faculty at Globe University – Moorhead have not turned over significantly during this reporting period which campus leadership believes contributed to the overall

strength of the scores. Support resources available to students at Globe University – Moorhead are also utilized to improve student skillsets in these areas.

## 2. Plan for improvement

For all academic outcomes, Globe University – Moorhead continues to train and develop faculty to provide varied teaching methods and classroom activities to students. Campus leadership believes that it is critical to approach each class and each student individually and to adapt to meet those needs. Data above shows that math (NS112 and NS116) is still the area with the greatest opportunity for improvement in the general education categories. Faculty in that area, specifically in algebra, have developed varied teaching methods to include gamification and flipped classroom approaches to improve student engagement. Additionally, student progress is monitored periodically throughout the quarter in order to identify students that need support. These students are, and will continue to be, referred to our tutoring services.

## iv. Information Technology

### 1. Analysis

Students in Information Technology completed LOAs in seven different courses over the course of the reporting period. Sample sizes in most Information Technology courses are quite small (two or fewer students) and can be skewed by one good or bad outcome. Small sample sizes limit the effectiveness of analysis and the opportunity to plan. In most categories, students showed proficiency by achieving outcomes in the “Excelling” and “Performing” categories. Areas in which scores fell within the “Developing” or “Beginning” categories were related to the installation and configuring of an operating system in a specific environment and related to user needs in database design. Students also showed need for improvement in categories that were related to writing.

### 2. Plan for improvement

Going forward students in the associate and bachelor programs will be recommended to take advantage of resources related to writing, including library instruction inside and outside of the classroom. Academic leadership believes that small class sizes in the Information Technology program should lend to improved overall results. Faculty will be trained on a variety of delivery and engagement strategies as needed. All instructors are also required to review tutoring availability, study skill sessions, and research refreshers that are offered on campus.

## v. Massage Therapy

### 1. Analysis

Massage Therapy students were given nine assessments across seven courses in the reporting year. In seven of nine assessments, more than 75% of the students scored at the “Excelling” or “Performing” level. In MS271 Massage Clinical Practicum, only 36% of students scored at “Performing” or above. This is concerning considering the Practicum course is the final course before entering the field. In MS151 Pathology for Massage Therapists, 69% students scored above “Performing” on a goal of 75%. The

assessment for MS151 is an exam which is challenging and, historically, students struggle with it.

## 2. Plan for improvement

Examining and closely monitoring the rigor and lesson planning in MS151 will be critical to improve outcomes. Instructors in this course will be encouraged to utilize a variety of delivery and engagement strategies, as well as keeping students aware of tutoring and supplemental learning opportunities.

Students in the MS271 course will be provided with refreshers in anatomy, physiology, pathology, and kinesiology throughout the quarter in order to reinforce critical concepts necessary to understand for the completion of the assessment. Instructors are encouraged throughout the program to revisit concepts from previously completed courses in order to ensure that concepts are being retained.

## vi. Paralegal

### 1. Analysis

Students enrolled in Paralegal programs at the associate and bachelor levels completed LOAs in two different courses over the reporting period. Small sample sizes limit the effectiveness of analysis and the opportunity to plan. Each assessment only had four respondents allowing one high or low score to skew the overall outcomes. Despite low numbers, 75% or more of paralegal students scored at “Performing” or “Excellent” in all but two assessment areas in both courses. The areas that showed most room for improvement are complaint diction, syntax, and mechanics, and complaint prayer for relief.

### 2. Plan for improvement

Overall, Moorhead students scored well on the paralegal assessments, which show they are learning the required material for this program. With a small number of students in the paralegal program, the biggest improvement we can make is growing the student body so that we have more data for future paralegal assessments. With more data, outcomes will become more useful and not so badly skewed by just one or two students not hitting target scores. Academic leadership believes that small class sizes in the Information Technology program should lend to improved overall results. Faculty will be trained on a variety of delivery and engagement strategies as needed. All instructors are also required to review tutoring availability, study skill sessions, and research refreshers that are offered on campus.

## vii. Veterinary Technology

### 1. Analysis

Six assessments were given to veterinary technology students at the Moorhead campus during the reporting period. One assessment was delivered to only three students and thus the sample size allowed for limited analysis. All other assessments had a minimum

of 12 respondents. Three assessments had 75% or more students score at “Performing” or “Excelling” levels in all categories. Two assessment that did not meet the 75% benchmark were from VT250 Anesthesiology (48% at the “Developing” and “Beginning” levels) and VT296 CVT Review (71% at the “Developing” and “Beginning” levels) courses. The CVT Review course is in preparation of the CVT licensing exam and requires students to have a comprehensive understanding of a broad selection of topics from throughout the program. It is critical for helping students identify what portions of the licensing exam they need work to work on prior to taking.

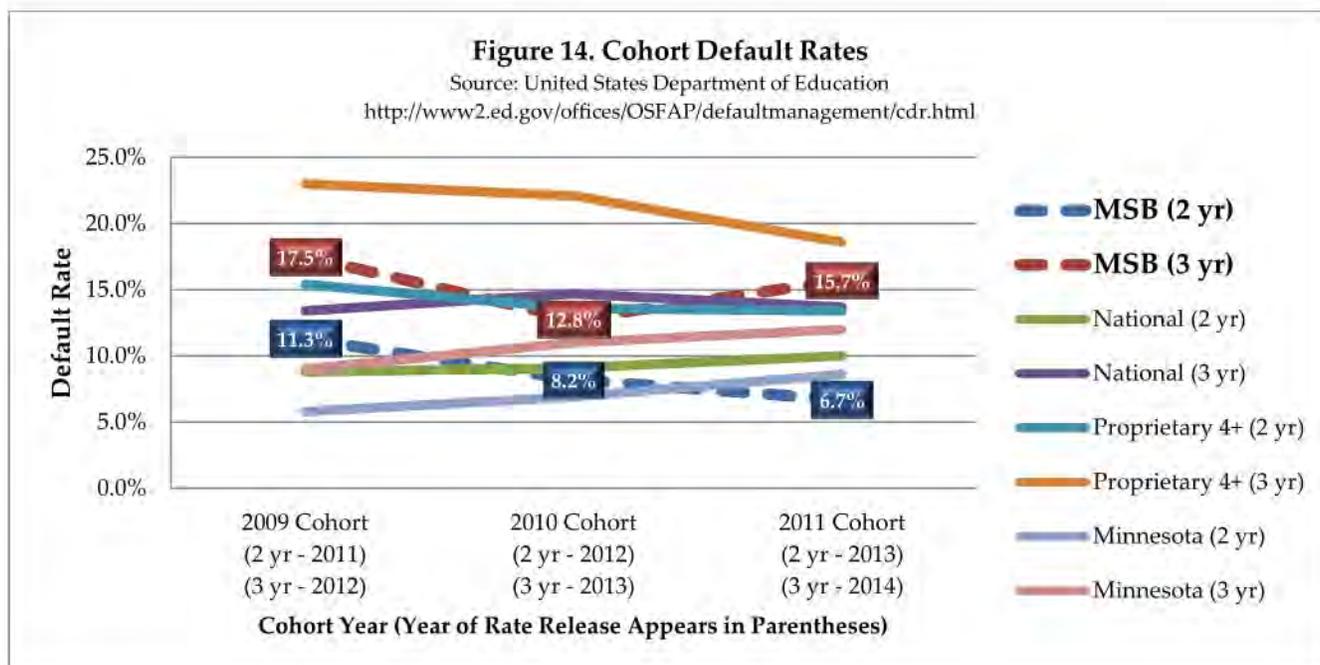
## 2. Plan for improvement

Overall, Veterinary Technology students are doing very well on the assessments. To improve scores in VT250, instructor have begun implementing more hands on with emergencies and troubleshooting certain anesthetic issues which will in turn help with critical thinking skills. To improve the scores within VT296 every veterinary technology class offers exams with questions similar to what the student would see on the national certification exam. Instructors are encouraged throughout the program to revisit concepts from previously completed courses in order to ensure that critical concepts are being retained. Additionally, instructors are encouraged to implement a variety of engagement and delivery methods to continually improve overall performance on all assessments.

## G. Cohort Default Rate

Cohort default rates (CDR) are not calculated for individual Minnesota School of Business campuses. However, the leadership team at MSB – Moorhead monitors the overall Minnesota School of Business CDR as an indicator of campus effectiveness. Official 2-year default rates from the 2009-2011 cohorts (released in 2010-2013) appear in Figure 14, below. Relevant comparison rates for the 2009-2011 2-year cohorts are also displayed. Finally, the United States Department of Education recently transitioned to a 3-year cohort default rate calculation, with schools being held accountable to the 3-year rate calculation beginning in 2014. The official 3-year rates (2009-2011 cohorts), along with relevant comparison data, also appear in Figure 14.

### i. Default Rate Data



ii. Analysis

After maintaining a CDR of 5.5% for the 2008 cohort, the CDR for MSB increased markedly to 11.3% for the 2009 cohort. This increase could have occurred for a variety of reasons, including the addition of new campuses in 2008 and 2009 and the generally poor economic conditions experienced nation-wide from 2008-2010. The subsequent 2-year CDRs for MSB demonstrated a promising decline to 8.2% for the 2010 cohort, and 6.7% for the 2011 cohort. Similar to the trend for the 2-year rate, MSB’s 3-year rate declined from 17.5% for the 2009 cohort, to 12.8% for the 2010 cohort. Unfortunately, and contrary to the pattern evidenced in the 2-year rates, the official 3-year CDR increased to 15.7% for the 2011 cohort.

iii. Plan for Improvement

The school will continue to rely on well-informed students and well-trained financial aid representatives to limit student loan defaults. Students will continue to receive entrance and exit financial aid counseling to assist them in making informed decisions on financing their educations and budget management as it relates to borrowing and repaying educational loans. Rachel Lykken joined the Globe University – Moorhead campus in June 2014 to support the financial aid needs of the students. Ms. Lykken was previously with Globe Education Network at the Woodbury campus as a member of their financial aid team. Additionally, she has experience in financial aid outside of Globe Education Network and has demonstrated leadership in the field through her involvement with the Minnesota Association of Financial Aid Administrators (MAFAA). Leadership is confident that this addition will lead to an improvement of retention outcomes, as well as lead to improved show rates for new starts and reenters. We are hopeful that these initiatives will contribute to maintaining a 3-year CDR at or below our goal of 15%.

## 8. Evidence of the Plan's Effectiveness

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The Globe University – Moorhead campus leadership continually evaluates the effectiveness of this plan in improving our performance on the metrics discussed above and fulfilling our institution's mission. Quarterly CEP meetings provide a means of discussing progress toward meeting our established goals and the implementation of improvement initiatives.

Campus leadership has already recognized improvements in areas mentioned above. The most significant improvement has come from the addition of Financial Aid Manager, Rachel Lykken. Financial aid processes have a significant impact on retention, student satisfaction, graduate satisfaction, and cohort default rates. Updated data is not yet available to reflect the outcomes of adding Ms. Lykken, however, anecdotal evidence has come in the form of comments from students, student's families, staff, and faculty about the positive impact of improved service in financial aid. We expect to see a positive impact on campus population and retention in the short term, and improvements in student satisfaction and graduate satisfaction in the long term.

As noted, other plans for improvement mentioned throughout this document will be evaluated regularly by campus leadership and will be discussed at quarterly CEP meetings. Progress towards goals will be evaluated at these times and goals and strategies will be adjusted accordingly. Quarterly amendments will be completed and added to the existing plan to reflect any necessary updates.

## 9. Future Plans

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For the next year, Globe University – Moorhead is committed to making steady overall improvements in the areas of retention, graduate and employer satisfaction, and learner outcome assessments, as well as improvements on specific weaknesses identified in the areas of student satisfaction and cohort default rates. Specific goals included demonstrated year over year growth of campus population, 87% quarterly retention, 75% annual retention, and 75% annual placement rates.

Campus leadership believes that Globe University – Moorhead must become more efficient and that all staff and faculty must adapt to diversified roles in which they will be asked to perform a broader range of duties. Campus personnel are now frequently playing dual roles and must learn to balance these roles in order to produce outcomes that are desirable for all facets of their roles. Processes and practices that are engrained in the culture of the campus will be evaluated and improved upon as needed. Job duties may be reassigned in order to better align duties with the strengths of campus personnel. One year goals include the re-evaluation of scheduling and advising practices in order to improve average class size and limit online course utilization, reassignment of campus personnel file maintenance, continued evaluation of community involvement to best utilize the time and resources available, and the evaluation and revision of all campus security and emergency response plans. Campus leadership also believes that there must be a reduced reliance on "superstar" employees who have carried a greater amount of responsibilities than others. Reliance on such employees puts the campus at-risk of experiencing a great deal of drop off should there be unexpected turnover or should an employee become unable to perform at such a high rate.

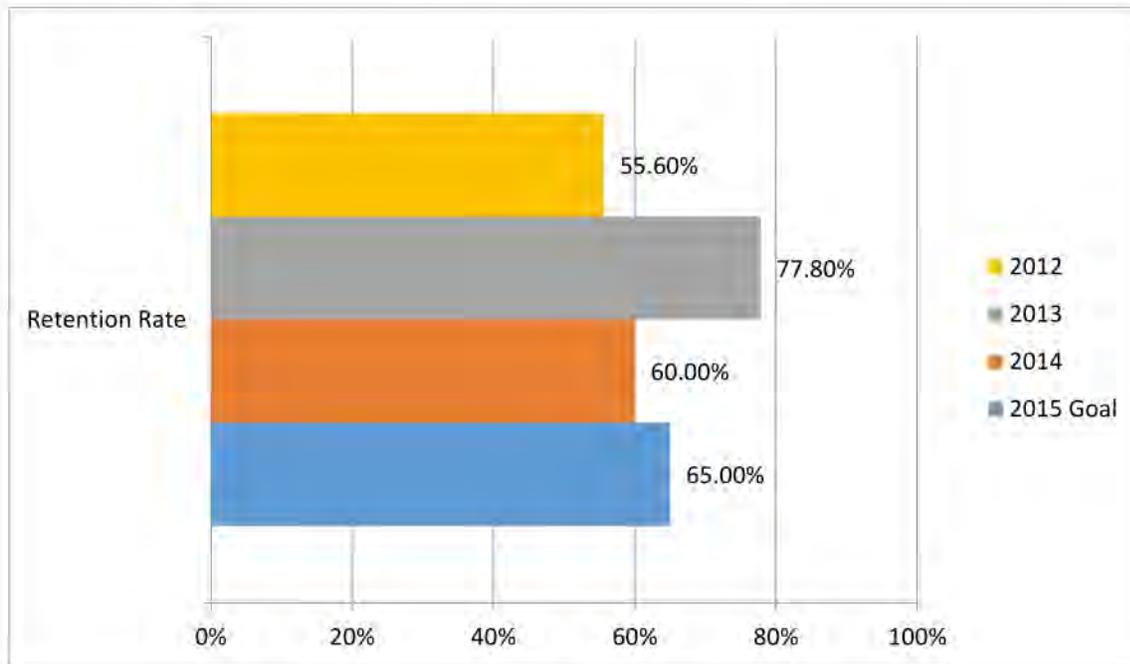
Over the course of the next three to five years, campus leadership is committed to seeing Globe University – Moorhead experience continued growth year over year. Campus population will be expected to reach a peak of 300 students during that time frame and will be expected to never dip below 200 hundred students once the 300 student threshold has been

reached. Admissions performance will be assessed and evaluated on both the short and long term in order to determine best practices that will lead to sustained growth. A more robust pool of adjunct instructors will be built in all program areas in order to provide more efficient scheduling of courses and to reduce the need for repeated hiring and training processes to be utilized. Campus leadership also believes long term assessment of marketing practices is necessary in order to improve recognition of the organization within the Moorhead/Fargo community.

Campus leadership believes that professional development and employee retention are key components to any short term and long term plans. Globe University – Moorhead is committed to recruiting and hiring staff and faculty that exceed minimum qualifications for any position opening, while also seeking candidates that are the right fit for the campus culture. Improvements to onboarding and training process will also be made. These improvements include identifying the strengths of new employees and determining trainings based on any perceived individual and campus needs at that point in time. Annual development plans for staff and faculty will be evaluated on a quarterly basis to determine what development activities have been completed and also to determine any new development needs. Annual performance evaluations will also be given greater attention and will also be supplemented by periodic assessment throughout the year. Campus leadership believes that lifelong learning and continuous improvements are paramount to building a strong campus and that staff and faculty must model their commitments to these ideals for prospective students, current students, and graduates.

### **Retention Improvement for GU/MSB-MH AAS Information Technology**

The retention rates within the Information Technology programs at GU/MSB Moorhead, while short of the benchmark metric and lower than the campus average, they are based on such smaller numbers of students that a single student makes for a significant change in the percentage. Further, there is some play in the numbers in that if a student moves from one program to another, they are reflected as a loss in retention in that program (i.e. BS student moves to AAS student).



#### **Plan for improvement**

Establishing a relationship early with the students is important for getting new entries into the program for the short term. Getting the correct instructor in for every class is extremely important not only for short term success but for program long term growth. Well versed instructors are more at ease and are more likely to inspire passion within the students. These students are the best advocates for recruiting new students and for enlisting future employers. Having a continuous program that reinforces and builds on prior classes with produce better qualified students which has the potential for increasing long term growth.

#### **INTER-DEPARTMENTAL**

##### **Admissions –**

Work with the admissions team on a weekly basis, including but not limited to, receipt of new lead report and champion training and related follow up. Upon receipt of the weekly lead report, the following will be completed:

- invite all leads to become a friend on LinkedIn
- forward email note
- forward post card

The admissions team will assist in insuring proper systematic documentation. We will meet regularly to brainstorm about how to work together to meet the needs of the students and potential students.

#### **Education –**

We will do a better job of matching skills with classes being taught. The classroom instruction will become more scenario based and provide reinforcement of material from class to class.

#### **DEPARTMENTAL**

The Program Chair, and where appropriate, instructors, will focus on improving class room attendance and other retention efforts, including, but not limited to the following:

Facebook

Curriculum meetings with adjunct instructors

Regular Programmatic Ideas

- Tours
- Speakers
- Topical quizzes

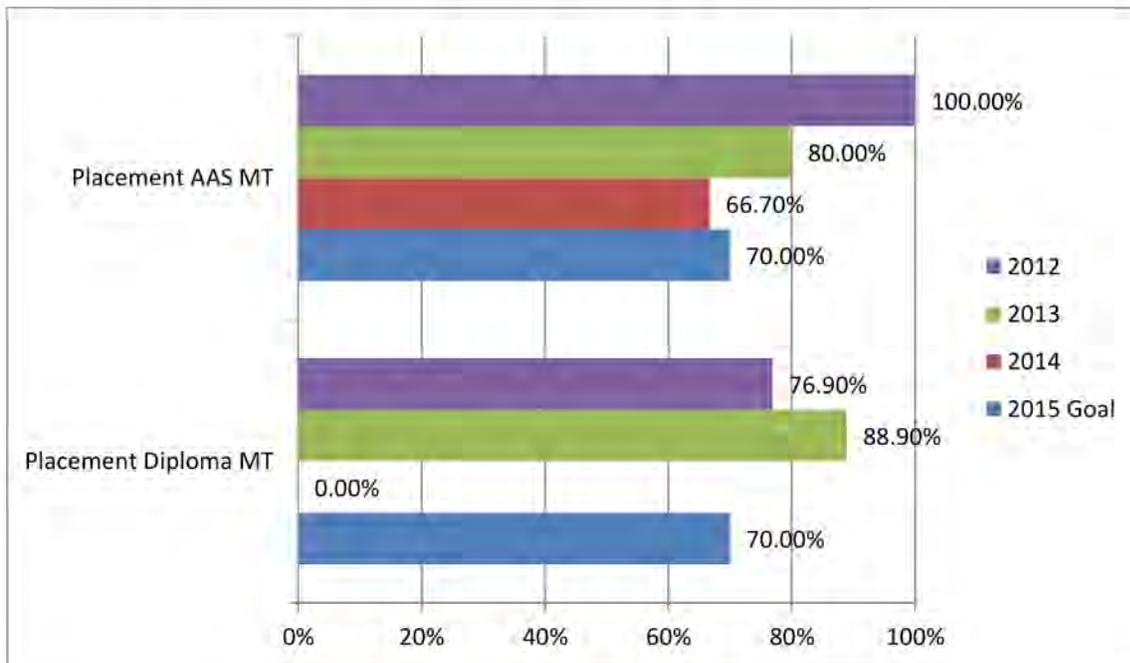
## Placement Improvement for MSB-MH Massage Therapy Programs

Prepared by Toby Mulvihill, Program Chair Massage Therapy

**Goal:** To address, analyze, and increase placement rates for both Associates and Diploma degrees for the massage therapy program.

### **Current Problems:**

- Associates of Applied Science placement rate for MT program is at 60%.
- Diploma placement rate in Massage Therapy program is at 0%.



These low rates are unique to our program, as they are determined solely by a very few amount of graduates.

### **Possible Solutions:**

1. Currently we only have 1 diploma graduate. This is an all-or-none percentile we will be dealing with due to this. This graduate is currently in talks with Program Chair of massage at GU-Mhd, and new path to start own business and independently contract with current businesses has been established.
2. Currently we have 2 Associates graduates who are slated to start their own business, but are consistently pushing back the start date due to unknown circumstances. These two have been contacted several times, and each time their start date gets pushed back, they don't have a new start date for several months later.
3. Setting up early meetings with Massage Practicum (last quarter) students week 4 or 5 to see how employment is going with their current externship site, and begin advising where

placement should occur. Traditionally this was not focused on as heavily during the last quarter of the students attending school here.

4. We can get a huge jump on placement & employment if we start enforcing post-graduation plans early into their last quarter. Practicum should not only include the traditional requirements of the Mock Exam, participating in the externship, and making a business plan, but should also require some sort of follow through to these to ensure the student isn't let off the college schedule to a failure-ensured state of pacifism.
  - City and state websites can be utilized for the students to actively place themselves into a productive career-oriented search; many of these websites have easy step-by-step guides to starting new businesses for first time owners. *There's no reason these can't be implemented into the current assignment of making a business plan.*
  - If we require our students to actively participate in their placement early-on before they are out of our scope of instruction, they are more likely to succeed and continue the path they lay out for themselves and for our Career Services department.
  - Jesika and I have started printing off job offerings as soon as we get them and placing them in the student message cube so the students are aware, immediately, of their potential resources for post education jobs.
5. Program Chair will also continue building a dynamic list of potential hiring-companies for Licensed Massage Therapists post-graduation, and those who are willing to participate in our PAC group.

\*Jesika is doing a great job of keeping me informed where our post-grad and near-grad students are in terms of the placement process. I need her to continue to communicate to me where the potential 'problem areas' are for students in jeopardy of not succeeding.

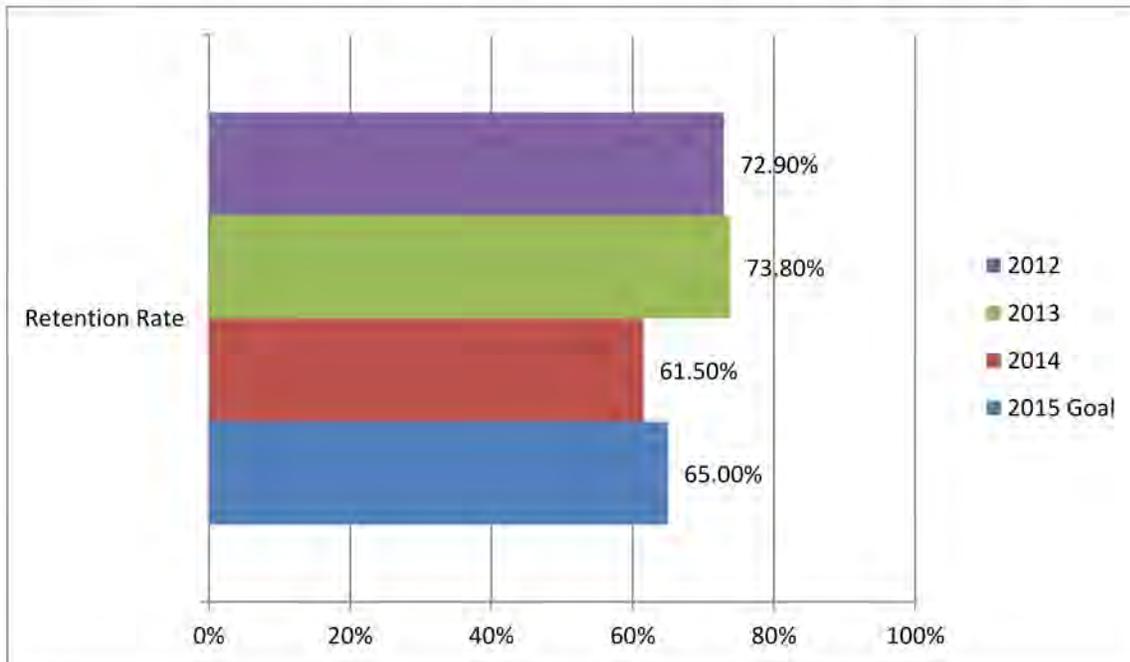
## Retention Improvement for MSB-MH Veterinary Technology AAS

Prepared by Shelley Olson, Program Chair Veterinary Technology

**Goal:** To address, analyze, and increase retention rates for the Veterinary Technology Associate of Applied Sciences program.

### **Current Problem:**

- Veterinary Technology Associate of Applied Sciences retention rate is at 61%.



Retention a challenge for the Vet Tech program. We struggle with keeping the number of students within the program at an ideal level. Historically, we have had good numbers of starts in the program, but a significant percentage of students are unable to meet the academic standards that are set and therefore withdraw from the program. Due to open enrollment within the program, we do not limit applicants based on previous academic success.

### **Possible Solutions:**

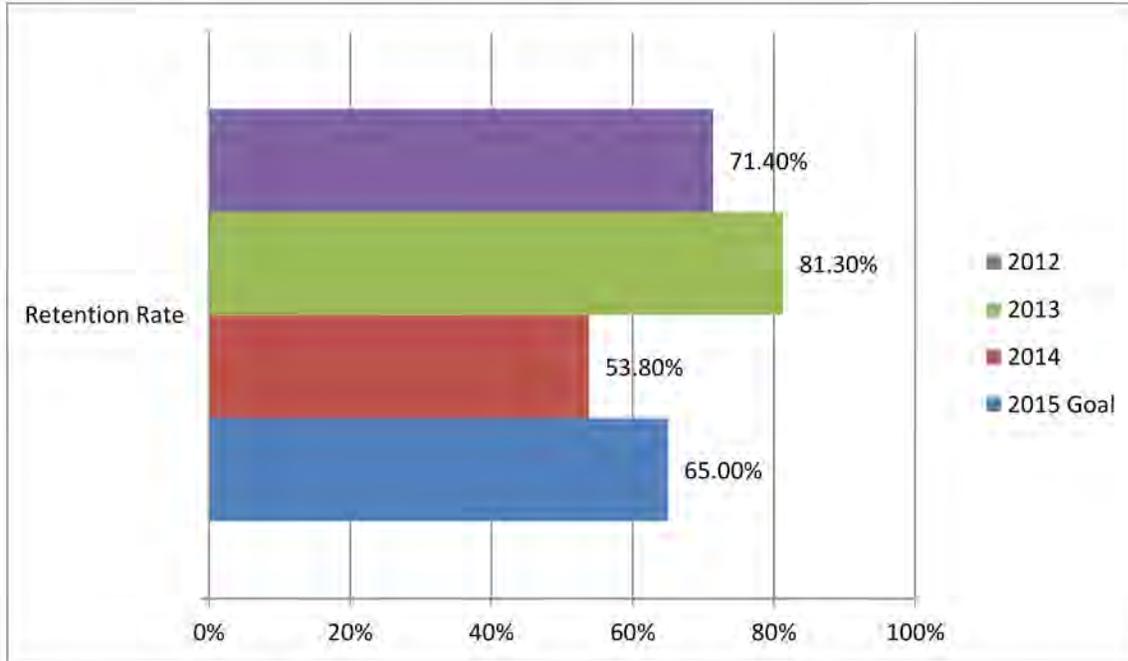
1. Program leadership believes that the inability to adapt to academic rigor in the program is the most common cause of student withdrawal. To address this, program meetings will be utilized at the start of each quarter in order to introduce the expectations for student success. These meetings should better prepare students to meet the rigor of the program.
2. Program leadership believes study skills are often lacking in new students in the program. Study Skills Boot Camps will be utilized to introduce students to methods of study, common study mistakes, and study tools that are available. These Boot Camps will be led by faculty members

that have shown the ability to develop tools and approaches in their classrooms that have led to improved academic success.

3. Program leadership believes that students requiring remediation in the area of math should be scheduled with an appropriate credit load in their initial quarter to allow focus on improving mathematical reasoning skills. Additionally, students should be paired with student tutors or faculty mentors as early as possible to provide the necessary academic support.
4. Program leadership believes all students from the program that choose to withdraw should be encouraged to meet with the program chair and with financial aid prior to finalizing their decision. The students should be equipped with the best possible information in order to make a sound decision about withdrawing.

### Retention Improvement for MSB-MH BS in Business Administration

The Bachelor of Science in Business Management at finished the 2013-2014 CAR year with a retention rate of 53.8%, which falls below the ACICS compliance standard of 60%.



According to The Center for Community College Student Engagement, nearly 30 percent of students fail to make it to even their second semester. Many students drop out because they do not immediately feel connected to the campus or engaged in their academic work, and that's reflected in the report findings from The Center for Community College Student Engagement. Eighty percent of entering students said they felt welcome when they came to college. But only 24 percent reported that a specific person was assigned to them for help if they needed assistance or information.

(<http://www.ccsse.org/survey/survey.cfm>)

This will be done through a three prong approach: Focus, Engage and community.

#### Engagement

- There are five new students scheduled to start summer quarter. These students will be assigned a buddy who is starting with them. This buddy is someone they can go to find answers. Often if one student can't find an answer, the student may have already mastered the resource.
- Business Club is optional However, my goal is to make it so fun and engaging, everyone will want to be engaged. Two site visits have already been set up as part of business club. One visit is to Massage Envy with massage students. The business students will be looking at the establishment from a business perspective while the massage students will have their own perspective. The second visit is to a Vet clinic with Vet Tech students. Again, to visit the clinic from a business perspective learning about the clinic from a business perspective. Additionally, the request of two business books is being made to encourage students to learn soft skills such as dealing with change, dealing with difficult people etc. The movie Fish is being borrowed from another campus to educate students on how to make the workplace engaging while serving the

customer. Again, this is a concept that is across all programs so all programs will be invited to attend.

- Leadership will be a big part of this retention plan. By placing these students into leadership roles such as leading small groups in class, taking the leadership roles in business club and

#### Focus

- Change focus from 'now' to the end goal. All students will know when their graduation date is and what it is going to take to get there. This should help them realize the impact of "taking time off" or even a summer.
- Focus on what the student wants to do after graduation. I am in process of putting together a list of all business students and their goals after graduation. This list will be sent out to all instructors in the business program. This will allow instructors to incorporate the student goals into class instruction. As many businesses are discussed in class, instructors can use the student goals to guide discussions. Instructors can also encourage LOA and student projects to be focused on the student end goals.
- Working with our instructors, we are planning more site visits to their places of employment. Again, focusing on getting into the workforce and showing students real life will get them more excited to reach that goal.

#### Community

- Many activities take place on campus. As students are so busy with classes, jobs, and often families, it is difficult to be informed of activities that are taking place on campus. While students already receive the weekly newsletter, they admit to not reading it as often as they should. Going forward, the president of the business club will personally invite students to each campus activity so they are aware and can participate as part of the Globe family in Moorhead.
- A tutor application will be handed out at the beginning of each business class the first week to assure that students know that option is available, getting the student help before it is too late to provide a benefit for the student.
- A list of community resources has been put together as part of the CEP. Each student will receive that list to assist them throughout their educational career at Globe University-Moorhead. This list contains financial advising, child care, legal assistance etc. to help alleviate the stumbling blocks of 'real life' which can get in the way of student success
- As instructors and staff are attending meetings in the community such as Moorhead Business Association, Chamber events, FMHRA and other community organization. Posting the times and locations of the meetings so students can attend with the staff or instructor.

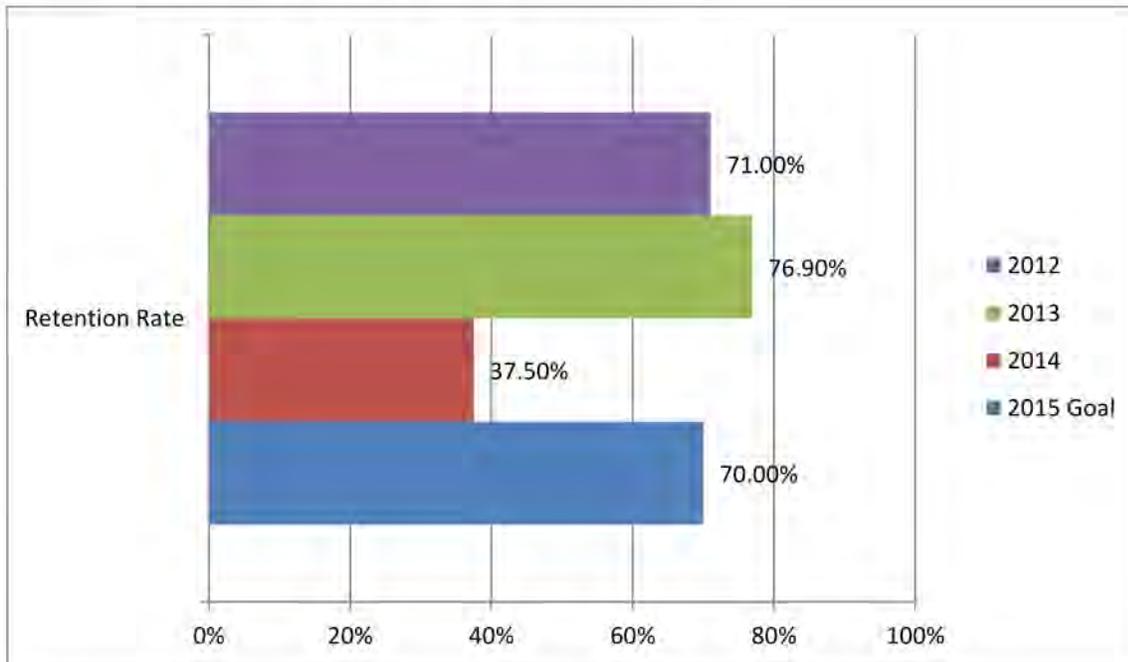
## Retention Improvement for MSB-MH Massage Therapy Diploma

Prepared by Toby Mulvihill, Program Chair Massage Therapy

**Goal:** To address, analyze, and increase retention rates for the Diploma in the massage therapy program.

### **Current Problem:**

- Massage Therapy Diploma retention rate is at 38%.



This retention rate is uncharacteristically low for our Massage Therapy programs and reflects the following:

- Small program size. Any student withdrawing our changing programs has a larger impact on the outcome.
- Increased competition in the market. A third massage therapy program entered the market in early 2013.
- Program changes. Students in the diploma program regularly change to the associate degree program prior to completion of the diploma.

### **Possible Solutions:**

1. Due to increased competition in the market, program leadership believes we must be committed to growing the program enrollment. Grass roots efforts, including attending career fairs and networking events, making high school visits, and providing marketing materials to

- local massage clinics and spas, must be incorporated. As the program grows, the impact of one student leaving or changing programs will be diminished.
2. Program leadership believes we must improve the information we provide to students about the advantages of our program. Advantages included robust course offerings that exceed the higher requirements expected in neighboring North Dakota. Faculty members that continue to practice in field are utilized throughout our program. We are the only program that offers a path to an Associate in Applied Sciences degree. Our program utilizes an approach that incorporates clinical and spa-style practices. These advantages should be communicated and demonstrated to students throughout their life cycle.
  3. Program leadership believes all students from the program that choose to withdraw should be encouraged to meet with the program chair and with financial aid prior to finalizing their decision. The students should be equipped with the best possible information in order to make a sound decision about withdrawing.
  4. Program leadership believes it is critical to help prospective students choose the best degree plan for their career goals. Based on prior experience, transfer of credit, career goals, and other factors, students should be advised to choose either the diploma or the associate's degree. Students should be encouraged to remain on that degree path until they have met the requirements for completion and should avoid bouncing between the degrees.

## Placement Improvement for GU/MSB-Moorhead Campus

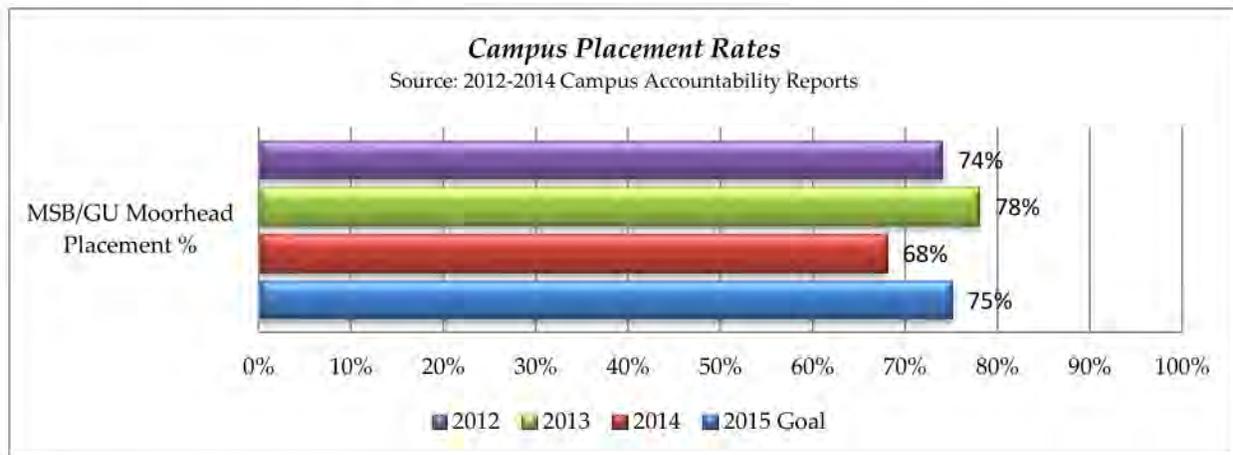
The job market in Moorhead/Fargo is incredibly healthy. The unemployment rate is low at 2.6% and there are regularly positions open that go unfilled due to a lack of qualified candidates. For most programs, a low placement rate would not be due to a lack of positions available.

The programs with the highest number of graduates and, therefore, the largest impact on placement are veterinary technology and massage therapy. Placing graduates of these programs has specific challenges. The local job market is very competitive for veterinary technology students due to the high number of graduates, a competing school, and the stagnant number of veterinary clinics in the area.

Massage therapy graduates regularly attempt to begin their own businesses after graduation. Some are successful and others seek employment after facing challenges of financing a new business and building a client base. This exploration into beginning a practice of their own can delay their job search despite encouragement to evaluate all options as graduation nears, including becoming an employee of an established business.

The other programs with smaller numbers of graduates including Accounting, Business, Paralegal, and Sales and Marketing are analyzed on an individual basis. Some students enter school with a very specific career goal in mind and others explore as they near graduation. Meeting with these students earlier on in their education will better equip the Director of Career Services to assist them.

An opportunity for placement lies in the IT industry. There are numerous available jobs for IT graduates which is reflected in the 100% placement rate for IT in 2013 and 2012. A higher number of IT graduates would result in a higher overall placement rate.



### i. Plans for Improvement

For campus-wide placement improvement, the campus leadership has committed to a future-focused placement strategy. Program chairs and the Director of Career Services will begin discussing the job search and placement in advance of a student's graduation. Students regularly cite the desire to wait, or to take time off after graduation, before they begin the job search. Leadership believes that the quarter

system gives our students the opportunity to reach the end of their graduation at times that do not line up with other colleges in the market. These staggered graduations allow our students to enter the market at advantageous times. These advantages go away if the students wait to begin their job search. Students will also continue to be encouraged to develop and polish professionalism and networking skills. Relationships are important to finding and obtaining positions in field and students must begin to look ahead to how the relationships they build as students can result in a placement as a professional. Additional initiatives for improvement are as follows:

- To improve the placement rate for the veterinary technology program, the Director of Career Services and the Program Chair have established a relationship with the HR Manager for Animal Health Clinic. Animal Health Clinic is hiring more than other clinics and is interested in employing our students throughout their education and then promoting to them to veterinary technician positions after they graduate based on need and qualifications. This new relationship has already contributed to the hiring of one graduate from 2013, one current student, and the possibility of a 2014 graduate.
- To improve massage therapy placement rates, the Director of Career Services has begun encouraging students to seek employment before beginning their businesses and meeting with these students earlier in their programs. Part-time and independent contractor roles are being presented to graduates that previously were planning to open their own business to give them another option if that plan does not work out. Relationships with the owners and managers will be targeted to identify clear paths to employment.

Meeting with students earlier in their education is the most important action item in improving placement rates. The Director of Career Services has begun meeting with students and assisting them in finding related work experience that contributes to their career goals after graduation. One example is a veterinary technology student that recently secured an animal assistant position due to meeting with Career Services. This experience will make her more competitive when she graduates and is seeking full-time employment in her field.



## INVENTORY OF EQUIPMENT

750 First Street, NE, Suite 980  
 Washington, DC 20002-4241  
 TEL: (202) 336-6780  
 FAX: (202) 842-2593  
 www.acics.org

Include equipment used directly in the educational activities of the institution; do not include administrative equipment.

Name of Institution Minnesota School of Business ID Code 00023885

City, State, Zip Moorhead, MN

COMPUTERS	NUMBER	AVE AGE	OWN/LEASE
PCs	82	5 years	Own

OTHER INSTRUCTIONAL EQUIPMENT	NUMBER	AVE AGE	OWN/LEASE

AUDIO-VISUAL EQUIPMENT	NUMBER	AVE AGE	OWN/LEASE
Apple TVs	17	1	Own
Smartboards	6	5 years	Own
TVs	2	8 years	Own
VCR	2	8 years	Own
SmartPodium	1	5	Own

PROGRAM-SPECIFIC EQUIPMENT (Identify Program)	NUMBER	AVE AGE	OWN/LEASE
VT – Vetscan HM5 CBC machine	1	7 years	OWN
VT – Vetscan VS2 Chemistry Machine	1	6.5 years	OWN
VT – Statspin centrifuge	1	5 years	OWN
VT – Triac centrifuge	1	7 years	OWN
VT – Autoclave	1	6.5 years	OWN
VT – Anesthesia machine	2	6 years	OWN
VT – Cardell veterinary monitor	2	4 years	OWN

VT – Microscope	16	7 years	OWN
		Had for 6 years, previously used (unsure of age)	OWN
VT – X-ray machine	1		
		Had for 6 years, previously used (unsure of age)	OWN
VT – Automatic processor unit	1		
VT – Dental scaler unit	1	4 years	OWN
VT – Incubator	2	6.5 years	OWN
VT – Fluid pump	1	3 years	OWN
VT – Refrigerator	2	5 years	OWN
MT - ½ BOLSTER	14	6 years	owned
MT - 2 TIER TOWEL WARMER	2	6	Owned
MT - BACK WARMERS	5	1	Owned
MT - BLANKETS	150	Rotates as needed	Leased
MT - BODY MODEL	1	3	Owned
MT - BODY POLISH	8	Rotates as needed	Owned
MT - BRAIN MODEL	1	4	Owned
MT - CERVICAL SPINE MODEL	1	4	Owned
MT - CORE HEAT/COLD PACKS	8	2	owned
MT - CRANIOSACRAL CHART	2	4	owned
MT - CRYOCUPS	4	1	owned
MT - EXFOLIATION GLOVES	50 PAIR	Rotates as needed	owned
MT - FACE CRADLE COVERS	144	Rotates as needed	owned
MT - FITTED SHEETS	175	Rotates as needed	Leased
MT - FLAT SHEETS	175	Rotates as needed	leased
MT - FULL BOLSTER	14	6	owned
MT - FULL SKELETON MODEL	2	6	owned
MT - HOLSTERS	20	Rotates as needed	owned
MT - HOT STONE ROASTERS	4	4	Owned
MT - HOT STONES SETS	4	4	Owned
MT - INDIVIDUAL PUMPS/BOTTLES	20	Rotates as needed	Owned
MASSAGE CHAIRS	15	6	Owned
MASSAGE TABLES	14	6	Owned
MT - MEASURING CUPS	1	3	Owned
MT - MERIDIAN CHARTS	2	6	Owned

MT - MUSCLE CHARTS	2	6	Owned
MT - PARAFFIN DIP BATH	1	5	Owned
MT - PARAFFIN DIP BEADS	20LBS	Rotates as needed	Owned
MT - PARAFFIN PLASTIC WRAPS	2	Rotates as needed	Owned
MT - PARAFFIN THERMAL GLOVES	8	2	Owned
MT - PILLOW CASES	200	Rotates as needed	Leased
MT - PILLOWS	60	3	Owned
MT - PLASTIC TABLE COVERS	1 ROLL	Rotates as needed	Owned
MT - POSTURAL ANALYSIS CHART/BOB&PLUM	2	5	Owned
MT - PREGNANCY/BODY CUSHION SETS	3	3	Owned
MT - REFLEX CHARTS	2	6	Owned
MT - ROLLING STOOLS	14	6	Owned
MT - RUBBER MIXING BOWLS	12	2	Owned
MT - SACRUM MODEL	1	4	Owned
MT - SKULL MODEL	2	3	Owned
MT - SPA CARTS	4	4	Owned
MT - SPACE BLANKETS	10	3	Owned
MT - STEP STOOLS	14	6	owned
MT - STIR STICKS	12	1	Owned
MT - STONE HANDLING EQUIPMENT	4	4	Owned
MT - TABLE WARMERS	16	6	Owned
MT - TENNIS BALLS	6	3	owned
MT - THAI BOLSTER	18	2	Owned
MT - THAI MATS - 7; 6 YEARS; OWNED	7	6	Owned
MT - THAI POSITIONING PILLOWS	10	6	Owned
MT - THAI POSITIONING PILLOWS	15	6	Owned
MT - THERACANE	2	6	Owned
MT - THERAPIST THUMBS	8	1	Owned
MT - TOWELS	175	Rotates as needed	Leased
MT - TRIGGER POINT CHARS	2	6	Owned

# 2015

## COURSE CATALOG



**GLOBE UNIVERSITY**



**MINNESOTA SCHOOL OF BUSINESS**



# WELCOME

## A MESSAGE FROM THE PRESIDENT AND VICE PRESIDENT

Hello, and, on behalf of our family, staff, faculty and current students, welcome to Globe University/Minnesota School of Business. By choosing to continue your education at our career college, you have embarked on a pathway to success.

We want you to know that we care about your experience at our school. From the moment you first walk in the door to the time that you graduate and move on to your career, we will strive to see that you receive the support you need to reach your highest potential, achieve your dreams and make a difference in the world.

We are committed to higher education because we believe it will increase your quality of life and ability to benefit from and contribute to your community. We will provide you with the practical skills and experiences you need to accomplish professional and personal goals.

Our admissions, education, financial aid and faculty members are here to ensure that your educational experience at Globe University/Minnesota School of Business is as seamless as possible. Please approach any staff member or instructor with questions or requests for assistance. You will receive clear answers and prompt help with administrative and academic issues.

This catalog is a reference guide. In it you will find practical information, including financial aid and scholarship information, grading definitions, satisfactory academic progress requirements, credit and course requirements for all programs, and course descriptions.

Again, we want you to remember that we care about your personal, educational and professional success, and will do everything we can to help you achieve your goals.

We look forward to seeing you in our hallways and classrooms.

Sincerely,

(b)(6)

Terry Myhre

**PRESIDENT**

(b)(6)

Kaye Myhre

**VICE PRESIDENT**



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Accredited by the Accrediting Council for Independent Colleges and Schools to award diplomas, certificates, associate in applied science degrees, bachelor of fine arts degrees, bachelor of science degrees and master of science degrees.

**Accrediting Council for Independent Colleges and Schools**

750 First Street NE, Suite 980  
 Washington, D.C. 20002-4241  
 202-336-6780

[globeuniversity.edu](http://globeuniversity.edu) | [msbcollege.edu](http://msbcollege.edu)

# CALENDAR

## FALL QUARTER 2014 (11 WEEKS)

Classes Begin ..... October 6  
 Quarter Ends ..... December 19  
 Registration for Winter Quarter 2015 ..... October 27 – December 5

### HOLIDAYS

Thanksgiving (College and Office Closed) ..... November 27 - November 28  
 Christmas (College and Office Closed) ..... December 24 - December 25  
 Quarter Break (Office Open) ..... December 22 – January 2  
 New Year's Day (College and Office Closed) ..... January 1

## WINTER QUARTER 2015 (11 WEEKS)

Classes Begin ..... January 5  
 Quarter Ends ..... March 20  
 Registration for Spring Quarter 2015 ..... January 26 – March 6

### HOLIDAYS

Martin Luther King Jr. Day (College and Office closed) ..... January 19  
 Presidents Day (College and Office closed) ..... February 16  
 Quarter Break (Office open) ..... March 23 – March 27

## SPRING QUARTER 2015 (11 WEEKS)

Classes Begin ..... March 30  
 Quarter Ends ..... June 12  
 Registration for Summer Quarter 2015 ..... April 20 - May 29

### HOLIDAYS

Memorial Day (College and Office Closed) ..... May 25  
 Quarter Break (Office open) ..... June 15 – July 10  
 Community Service Day (College and Office Closed) ..... June 19

## SUMMER QUARTER 2015 (11 WEEKS)

Classes Begin ..... July 13  
 Quarter Ends ..... September 25  
 Registration for Fall Quarter 2015 ..... August 3 – September 11

### HOLIDAYS

Independence Day (College and Office Closed) ..... July 4  
 Labor Day (College and Office Closed) ..... September 7  
 Quarter Break (Office open) ..... September 28 - October 2

## FALL QUARTER 2015 (11 WEEKS)

Classes Begin ..... October 5  
 Quarter Ends ..... December 18  
 Registration for Winter Quarter 2016 ..... October 26 – December 4

### HOLIDAYS

Thanksgiving (College and Office Closed) ..... November 27 - November 28  
 Christmas (College and Office Closed) ..... December 24 - December 25  
 Quarter Break (Office Open) ..... December 21 – January 1  
 New Year's Day (College and Office Closed) ..... January 1

**Note: First-quarter students at GU/MSB may register any time before the start of the third business day of the quarter. All other students must register during the fourth through ninth week of the quarter.**

# GENERAL INFORMATION

## GENERAL INFORMATION

## ACCREDITATIONS, REGISTRATIONS AND APPROVALS

## ACCREDITATIONS

Accredited by Accrediting Council for Independent Colleges and Schools (ACICS) to award diplomas, certificates, associate in applied science degrees, bachelor of fine arts degrees, bachelor of science degrees, master of science degrees and doctoral degrees.

Globe University/Minnesota School of Business Medical Assistant Associate in Applied Science degree programs and Medical Assistant Diploma programs at the Appleton and Green Bay campuses and the Globe University/Minnesota School of Business Medical Assistant Associate in Applied Science degree program at the Appleton, Blaine, Brooklyn Center, Elk River, La Crosse, Lakeville, Madison East, Madison West, Richfield, Rochester, St. Cloud, Sioux Falls, Wausau, and Woodbury campus are accredited by the Accrediting Bureau of Health Education Schools, 7777 Leesburg Pike, Suite 314 North, Falls Church, VA 22043. Phone: 703-917-9503.

Minnesota School of Business (Blaine, Elk River, Lakeville, Moorhead, Plymouth, St. Cloud and Rochester campuses) and Globe University (Appleton, Eau Claire, Green Bay, La Crosse, Madison East, Madison West, Sioux Falls, Wausau and Woodbury campuses) veterinary technology programs are accredited by American Veterinary Medical Association (AVMA) as programs for educating Veterinary Technicians.

The Bachelor of Science in Nursing degree program at Minnesota School of Business-Richfield is accredited by the Commission on Collegiate Nursing Education, One DuPont Circle, Northwest, Suite 530, Washington, DC 20036, Phone: 202-887-6791.

## REGISTRATIONS

Globe University and Minnesota School of Business are registered as private institutions with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institutions. Registration does not mean credits earned at the institutions can be transferred to all other institutions.

## APPROVALS

Many of the programs contained in this catalog are approved by the Minnesota State Approving Agency for Veterans' Education, the South Dakota Department of Military and Veterans Affairs- State Approval Agency or the Wisconsin Department of Veterans Affairs State Approval Agency for the enrollment of those eligible to receive GI Bill and VA education related benefits. The approved list per campus may be found by visiting [www.benefits.va.gov/gibill/school\\_locator.asp](http://www.benefits.va.gov/gibill/school_locator.asp) or [www.gibill.va.gov](http://www.gibill.va.gov).

Globe University campuses located within the state of Wisconsin are approved to operate by the State of Wisconsin Educational Approval Board.

The baccalaureate degree program in Nursing at Minnesota School of Business-Richfield is approved by the Minnesota Board of Nursing.

## MEMBERSHIPS

American Association for Paralegal Education <sup>20</sup>  
 American Association of Colleges of Nursing <sup>17</sup>  
 American Veterinary Medical Association <sup>1-6, 8-11, 13-16, 18-19</sup>  
 Associated Bodywork and Massage Professionals <sup>1-6, 8-16, 18, 19</sup>  
 Association of Private Sector Colleges and Universities <sup>20</sup>  
 Association of Veterinary Technician Educators <sup>1-6, 8-11, 13, 16, 18-19</sup>  
 Better Business Bureau <sup>20</sup>  
 Coulee Region Veterinary Medical Association <sup>4</sup>  
 Dakota Association for College Admission Counseling <sup>8</sup>  
 Collegiate DECA <sup>20</sup>  
 Eau Claire Chamber of Commerce <sup>2</sup>  
 Elk River Area Chamber of Commerce <sup>13</sup>  
 Elk River Rotary <sup>13</sup>  
 Fargo Moorhead Chamber of Commerce <sup>15</sup>  
 Fox Cities Chamber of Commerce <sup>1</sup>  
 Green Bay Area Chamber of Commerce <sup>3</sup>  
 India Chamber of Commerce <sup>20</sup>  
 La Crosse Area Chamber of Commerce <sup>4</sup>  
 Lakeville Chamber of Commerce <sup>14</sup>  
 Madison Area Chamber of Commerce <sup>5, 6</sup>  
 MetroNorth Chamber of Commerce <sup>11</sup>  
 Middleton Chamber of Commerce <sup>6</sup>  
 Microsoft IT Academy Program <sup>1-7, 9-18, 19</sup>  
 Minneapolis Regional Chamber of Commerce <sup>7</sup>  
 Minnesota Association of Colleges of Nursing <sup>17</sup>  
 Minnesota Association of Financial Aid Administrators <sup>7, 10-19</sup>  
 Minnesota Career College Association <sup>7, 10-19</sup>  
 Minnesota Library Association <sup>15</sup>  
 Moorhead Kiwanis Club <sup>15</sup>  
 Moorhead Rotary Club <sup>15</sup>  
 NAFSA: Association of International Educators <sup>7</sup>  
 National Association of Colleges and Employers <sup>20</sup>  
 National Association of Student Financial Aid Administrators <sup>10</sup>  
 National Certification Board for Therapeutic Massage and Bodywork <sup>13</sup>  
 National Federation of Paralegal Associations <sup>20</sup>  
 North Hennepin Area Chamber of Commerce <sup>12</sup>  
 Oakdale Business and Professional Association <sup>10</sup>  
 Onalaska Business Association <sup>4</sup>  
 Printing Industry of Minnesota <sup>10, 13, 17, 19</sup>  
 Richfield Chamber of Commerce <sup>17</sup>  
 Rochester Chamber of Commerce <sup>18</sup>  
 Sartell Chamber of Commerce <sup>19</sup>  
 Sigma Theta Tau International Honor Society of Nursing, Chi-at Large Chapter <sup>17</sup>  
 Sioux Empiretry for Human Resources <sup>8</sup>  
 Sioux Falls Chamber of Commerce <sup>9</sup>  
 South Dakota Association of Student Financial Aid Administrators <sup>3</sup>  
 South Dakota Career Planning and Placement Association <sup>9</sup>  
 St. Cloud Chamber of Commerce <sup>19</sup>  
 St. Cloud Downtown Council <sup>19</sup>  
 St. Paul Area Chamber of Commerce <sup>10</sup>  
 Sun Prairie Chamber of Commerce <sup>5</sup>  
 TwinWest Chamber of Commerce <sup>16</sup>  
 Wisconsin Association of Colleges and Employers <sup>2-6, 9</sup>  
 Woodbury Chamber of Commerce <sup>10</sup>

- <sup>1</sup> Globe University-Appleton campus
- <sup>2</sup> Globe University-Eau Claire campus
- <sup>3</sup> Globe University-Green Bay campus
- <sup>4</sup> Globe University-La Crosse campus
- <sup>5</sup> Globe University-Madison East campus
- <sup>6</sup> Globe University-Madison West campus
- <sup>7</sup> Globe University-Minneapolis Downtown campus
- <sup>8</sup> Globe University-Sioux Falls campus
- <sup>9</sup> Globe University-Wausau campus
- <sup>10</sup> Globe University-Woodbury campus
- <sup>11</sup> Minnesota School of Business-Blaine campus
- <sup>12</sup> Minnesota School of Business-Brooklyn Center campus
- <sup>13</sup> Minnesota School of Business-Elk River campus
- <sup>14</sup> Minnesota School of Business-Lakeville campus
- <sup>15</sup> Globe University -Moorhead campus
- <sup>16</sup> Minnesota School of Business-Plymouth campus
- <sup>17</sup> Minnesota School of Business-Richfield campus
- <sup>18</sup> Minnesota School of Business-Rochester campus
- <sup>19</sup> Minnesota School of Business-St. Cloud campus
- <sup>20</sup> All Globe University/Minnesota School of Business campuses

**PARTNERSHIPS**

Microsoft Developers Network Academic Alliance (MSDNAA)

**PHILOSOPHY, MISSION STATEMENT AND OBJECTIVES, OWNERSHIP AND GOVERNANCE**

**PHILOSOPHY**

Globe University/Minnesota School of Business recognizes the dynamics between personal and professional development. We therefore invest in our students by providing knowledge and skills to support their immediate employment goals and credentials and provide foundations for career opportunities. Furthermore, we acknowledge human resources as a central driver of business and prosperous communities. Education increases citizens' quality of life and ability to contribute to these communities.

We subscribe to the principles of affirmative action and do not discriminate in admission or employment based on race, creed, ethnic origin, nationality, religion, gender, sexual orientation, physical or mental disability, or veteran status. In addition, the institution respects the dignity of each individual, an essential condition to the learning environment.

**MISSION STATEMENT AND OBJECTIVES**

**VISION**

We Care about our Students,  
 We Care about our Employees, and  
 We Care about the Employers who hire our Students.

**MISSION**

We will demonstrate We Care by preparing career-focused, community-minded graduates for the global workforce.

**STRATEGIC OBJECTIVES**

WE CARE ABOUT	WE ARE COMMITTED TO
Student Success	Attracting students and delivering relevant, quality educational experiences that engage students and lead them to graduation and career success.
Employee Success	A dynamic environment that recognizes performance and provides growth opportunities.
Investment Success	Providing a quality education that leads to a strong return on investment for all stakeholders.
Customer Service	Being the premier provider of career education by exceeding the expectations of our Students, Employers, and Employees.
Communication	Engaging in and managing effective communication.
Compliance	Maintaining a culture of compliance.
Community Engagement	Building communities through education.

**OWNERSHIP AND GOVERNANCE**

Minnesota School of Business, Inc. (MSB) and Globe University, Inc. (Globe) are private, postsecondary proprietary schools incorporated in the State of Minnesota. MSB and Globe are owned by the Terry and Kaye Myhre family. Terry L. Myhre is the sole member of the Board of Directors that governs each campus.

**POLICY STATEMENT**

Globe University and Minnesota School of Business have established internal policies in accordance with standard educational practice and with state, federal, and accrediting regulations to best serve our students. All internal policies are designed as guidelines to assist the institutions to continue to maintain high standards, remain compliant, and to provide opportunities for excellent outcomes for all students. Campus directors or their designees may, at their discretion, make exceptions to policy. However, any exception to established internal policy may not violate local, state, or federal rules, regulations or statutes, and must maintain compliance with accreditation standards.

**HISTORY AND PHYSICAL DESCRIPTIONS**

**HISTORY – GLOBE UNIVERSITY**

In 1885, Frank A. Maron, born and classically educated in Germany, saw the need for a more practical education for young men and women. Mr. Maron established Globe College to fill that void. From its inception, the school has focused on teaching business skills for the real world.

In October 1972, Helmer Myhre and Terry Myhre purchased Globe College. Today, Globe University is owned by the Terry and Kaye Myhre family. In June 2007, Globe College changed its name to Globe University and moved to a new campus in Woodbury, Minnesota. In 2008, Globe University expanded, opening locations in Eau Claire, Wisconsin; Sioux Falls, South Dakota; and downtown Minneapolis, Minnesota. In 2009, Globe University continued its expansion and opened campuses in Middleton, La Crosse, and Madison, Wisconsin. In 2010, Globe University opened new campuses in Appleton, Green Bay and Wausau, Wisconsin.

## GENERAL INFORMATION

### PHYSICAL FACILITY DESCRIPTIONS

Each Globe University campus is handicapped accessible and has facilities and equipment that comply with federal, state, and local ordinances and regulations including those required for personal safety, building safety, and health. Based on the programs offered, a variety of equipment and technologies provide students with training that is current with existing professional practices.

#### Appleton Campus

Globe University-Appleton campus is located at 5045 West Grande Market Drive in Grand Chute, Wisconsin, a suburb of Appleton. The branch opened in October 2010. The school occupies 31,200 square feet in a two-story building.

#### Eau Claire Campus

Globe University-Eau Claire campus is located at 4955 Bullis Farm Road in Eau Claire, Wisconsin. The branch opened in July 2008. The school occupies 31,500 square feet in a two-story building.

#### Green Bay Campus

Globe University-Green Bay campus is located at 2620 Development Drive in Bellevue, Wisconsin, a suburb of Green Bay. The branch opened in July 2010. The school occupies 31,500 square feet in a two-story building.

#### La Crosse Campus

Globe University-La Crosse campus is located at 2651 Midwest Drive in Onalaska, Wisconsin, a suburb of La Crosse. The branch opened in October 2009. The school occupies 31,200 square feet in a two-story building.

#### Madison East Campus

Globe University-Madison East campus is located at 4901 Eastpark Boulevard in Madison, Wisconsin. The branch opened in January 2010. The school occupies 31,200 square feet in a two-story building.

#### Madison West Campus

Globe University-Madison West campus is located at 1345 Deming Way in Middleton, Wisconsin, a suburb of Madison. The branch opened in July 2009. The school occupies 31,200 square feet in a two-story building.

#### Minneapolis Downtown Campus

Globe University-Minneapolis Downtown campus is located at 80 South 8th Street, Suite 51, in downtown Minneapolis, Minnesota. The site occupies 20,000 square feet in the concourse level of the IDS Center. The branch opened in April 2008. The campus has additional classrooms and labs located at the Minnesota School of Business-Rochester campus, 2521 Pennington Drive NW, Rochester, MN.

#### Online Division

Globe University-Online Division is located on the third floor of Minnesota School of Business-Richfield at 1401 West 76th Street, Richfield, Minnesota, a suburb of Minneapolis.

#### Sioux Falls Campus

Globe University-Sioux Falls campus is located at 5101 South Broadband Lane in Sioux Falls, South Dakota. The branch opened in October 2008. The school occupies 31,500 square feet in a two-story building.

#### Wausau Campus

Globe University-Wausau campus is located at 1480 County Road Xx in Rothschild, Wisconsin, a suburb of Wausau. The branch opened in 2010. The school occupies 33,000 square feet in a one-story building.

#### Woodbury Campus

Globe University-Woodbury campus is located at 8089 Globe Drive in Woodbury, Minnesota, a suburb of St. Paul. The school opened its present facility in 2007. The school occupies 68,000 square feet in a three-story building.

### HISTORY - MINNESOTA SCHOOL OF BUSINESS

Minnesota School of Business, Inc. is a Minnesota-based corporation doing business as Minnesota School of Business and is referred to as such within the school catalog. Minnesota School of Business was founded in 1877 by Professor Alexander R. Archibald, previously of Dartmouth College. He and one assistant taught bookkeeping, shorthand, English, and penmanship in a three-room school in Minneapolis. Charles T. Rickard and Grove A. Gruman purchased the school in 1890 and moved to larger facilities in the Jewelers' Exchange Building at First Avenue North and Seventh Street in downtown Minneapolis.

In 1929, the Correll and Kamprath families bought the school and relocated it to 24 South Seventh Street. The school moved again in 1979 to the Chamber of Commerce Building at 11 South Fifth Street. ITT Educational Services, Inc. purchased the school in 1969. Terry L. Myhre purchased the school in January 1988. Today the corporation is completely owned by the Terry and Kaye Myhre family. The main campus is now located in Richfield, a suburb of Minneapolis, and has established nine branch campuses throughout Minnesota in Brooklyn Center (1991), Plymouth (2002), Shakopee (2004), St. Cloud (2004), Rochester (2005), Blaine (2007), Moorhead (2008), Elk River (2009) and Lakeville (2009). The Shakopee campus closed as of June 30, 2014.

### PHYSICAL FACILITY DESCRIPTIONS

Each Minnesota School of Business campus is handicapped accessible and has facilities and equipment that comply with federal, state, and local ordinances and regulations including those required for personal safety, building safety, and health. Based on the programs offered, a variety of equipment and technologies provide students with training that is current with existing professional practices.

#### Blaine Campus

Minnesota School of Business-Blaine campus is located at 3680 Pheasant Ridge Drive Northeast in Blaine, Minnesota, a northern suburb of Minneapolis. The branch opened in January 2007. The school occupies 45,000 square feet in a three-story building.

#### Brooklyn Center Campus

Minnesota School of Business-Brooklyn Center campus is located at 5910 Shingle Creek Parkway in Brooklyn Center, Minnesota, a northern suburb of Minneapolis. The branch opened in October 1989 and relocated to its present facility in July 1999. The school occupies 35,000 square feet of a two-story office building and is handicapped accessible.

**Elk River Campus**

Minnesota School of Business-Elk River campus is located 11500 193rd Avenue in Elk River, Minnesota, a northern suburb of Minneapolis. The branch opened in July 2009. The school occupies 31,000 square feet in a two-story building.

**Lakeville Campus**

Minnesota School of Business-Lakeville campus is located at 17685 Juniper Path in Lakeville, Minnesota, a southern suburb of Minneapolis. The branch opened in October 2009. The school occupies 30,000 square feet in a three-story building. The campus has 10,000 square feet in the building nearby.

**Moorhead Campus**

Globe University - Moorhead campus is located at 2777 34th Street South in Moorhead, Minnesota. The branch opened in June 2008. The school occupies 31,500 square feet in a two-story building.

**Online Division**

Minnesota School of Business-Online Division is located on the third floor of Minnesota School of Business-Richfield at 1401 West 76th Street, Richfield, Minnesota, a suburb of Minneapolis.

**Plymouth Campus**

Minnesota School of Business-Plymouth campus is located in the center of the Plymouth Plaza at 1455 County Road 101 North in Plymouth, Minnesota, a western suburb of Minneapolis. The branch opened in September 2002. The school occupies 30,000 square feet in the center of the Plymouth Plaza.

**Richfield Campus**

Minnesota School of Business-Richfield campus is located at 1401 West 76th Street in Richfield, Minnesota, a suburb of Minneapolis. The campus has additional classrooms and labs at a nearby location, 4455-4545 West 77th Street in Edina, Minnesota.

**Rochester Campus**

Minnesota School of Business-Rochester campus is located at 2521 Pennington Drive Northwest in Rochester, Minnesota. The branch opened in May 2009. The school occupies 40,000 square feet in a two-story building.

**St. Cloud Campus**

Minnesota School of Business-St. Cloud campus is located at 1201 2nd Street South in Waite Park, Minnesota, three miles west of St. Cloud. The branch opened in October 2004. The school occupies 40,000 square feet in a two story building.

**ADMISSIONS INFORMATION**

Globe Education Network schools, including Globe University and Minnesota School of Business, offer equal opportunities in all academic programs and activities, without distinction or discrimination based on race, color, sex, religion, age, gender identity, sexual orientation, nationality, ethnic origin, physical or mental disability, or veteran status.

**ADMISSIONS PROCEDURE**

Inquiries regarding enrollment at Globe University should be addressed to the Admissions Office:

**Globe University-Appleton:**

5045 West Grande Market Drive,  
Grand Chute, Wisconsin, 54913,  
Phone: 920-364-1100.

**Globe University-Eau Claire:**

4955 Bullis Farm Road,  
Eau Claire, Wisconsin 54701,  
Phone: 715-855-6600

**Globe University-Green Bay:**

2620 Development Drive,  
Bellevue, Wisconsin 55311,  
Phone: 920-264-1600

**Globe University-La Crosse:**

2651 Midwest Drive,  
Onalaska, Wisconsin 54650,  
Phone: 608-779-2600

**Globe University-Madison East:**

4901 Eastpark Boulevard,  
Madison, Wisconsin 53718,  
Phone: 608-216-9400

**Globe University-Madison West:**

1345 Deming Way,  
Middleton, Wisconsin 53562,  
Phone: 608-830-6900

**Globe University-Minneapolis Downtown:**

80 South 8th Street, Suite 51,  
Minneapolis, Minnesota 55402,  
Phone: 612-455-3000

**Globe University -Moorhead:**

2777 34th Street South,  
Moorhead, Minnesota 56560,  
Phone: 218-422-1000

**Globe University-Online Division:**

1401 West 76th Street, Suite 300,  
Richfield, Minnesota 55423,  
Phone: (local) 612-436-7575, (toll-free) 877-609-8889

**Globe University-Sioux Falls:**

5101 South Broadband Lane,  
Sioux Falls, South Dakota 57108,  
Phone: 605-977-0705

## GENERAL INFORMATION

**Globe University-Wausau:**

1480 County Highway Xx,  
Rothschild, Wisconsin 54474,  
Phone: 715-301-1300

**Globe University-Woodbury:**

8089 Globe Drive,  
Woodbury, Minnesota 55125,  
Phone: 651-730-5100  
E-mail: admissions@globeuniversity.edu

Inquiries regarding enrollment at Minnesota School of Business should be addressed to the Admissions Office:

**Minnesota School of Business-Blaine:**

3680 Pheasant Ridge Drive Northeast,  
Blaine, Minnesota 55449,  
Phone: 763-225-8000

**Minnesota School of Business-Brooklyn Center:**

5910 Shingle Creek Parkway,  
Brooklyn Center, Minnesota 55430,  
Phone: 763-566-7777

**Minnesota School of Business-Elk River:**

11500 193rd Avenue Northwest,  
Elk River, Minnesota 55330,  
Phone: 763-367-7000

**Minnesota School of Business-Lakeville:**

17685 Juniper Path,  
Lakeville, Minnesota 55044,  
Phone: 952-892-9000

**Minnesota School of Business-Online Division:**

1401 West 76th Street, Suite 300,  
Richfield, Minnesota 55423,  
Phone: (local) 612-436-7575, (toll-free) 877-609-8889

**Minnesota School of Business-Plymouth:**

1455 County Road 101 North,  
Plymouth, Minnesota 55447,  
Phone: 763-476-2000

**Minnesota School of Business-Richfield:**

1401 West 76th Street,  
Richfield, Minnesota 55423,  
Phone: 612-861-2000

**Minnesota School of Business-Rochester:**

2521 Pennington Drive Northwest,  
Rochester, Minnesota 55901,  
Phone: 507-536-9500

**Minnesota School of Business-St. Cloud:**

1201 2nd Street South,  
Waite Park, Minnesota 56387,  
Phone: 320-257-2000  
E-mail: admissions@msbcollege.edu

A prospective student should schedule a personal interview at a campus of the student's choice. The interview will provide the student with an opportunity to discuss his or her interests and to become fully acquainted with the facility and the courses offered. The prospective student will then complete the application process by submitting an enrollment agreement and paid application fee prior to the selected starting date. Class start dates are listed in the calendar in this catalog.

An orientation is scheduled prior to each quarter start date.

**LIMITS TO ADMISSION**

Globe University and Minnesota School of Business, is committed to the security and safety of the entire college community. To safeguard the well-being of its campuses, applicants convicted of a predatory offense or offenders required by the courts to register are prohibited from admission to the college. This prohibition includes entering upon Globe Education Network property, using any Globe Education Network facility, or attending any Globe Education Network event.

If warranted by the particular facts, the office of the Chief Operating Officer may modify any aspect of this protocol.

**ADMISSION REQUIREMENTS**

Globe University/Minnesota School of Business admits United States residents who have earned high school diplomas or the equivalents (GED or a degree from a postsecondary institution accredited by an accrediting agency recognized by the United States Department of

Education) to certificate, diploma, associate in applied science and bachelor's degree programs. International students seeking admission must meet the requirements on page 14 of the catalog to gain acceptance into certificate, diploma, associate in applied science and bachelor's degree programs. Only a student who has a baccalaureate degree from an approved institution as described in the Transfer of Credit section of this catalog, and who meets program admission standards, will be admitted to a graduate program. A master's program applicant may request that a documented international transcript evaluation be reviewed by our academic services department to determine program eligibility; however, if admission is granted under that condition, the student may be ineligible for state or federal financial aid. Masters' international transcript evaluations will not be considered for doctoral programs; doctoral programs are ineligible for federal student aid programs as described in Title IV of the HEA. A student with a diploma or associate degree from Globe University/Minnesota School of Business, The Institute of Production and Recording, Broadview University, or Northwest Technical Institute who enrolls or re-enrolls at Globe University/Minnesota School of Business is exempt from the diploma, associate in applied science or bachelor's degree program required admission standards. All applicants must sign certifications that they have received a high school diploma or equivalent (GED); those students who are admitted based upon completion of a degree from a postsecondary institution accredited by an accrediting agency

recognized by the United States Department of Education must submit official transcripts documenting completion of the degree. Minnesota and South Dakota applicants must provide proof of immunization prior to starting school and Minnesota applicants must acknowledge that they have received information on Hepatitis A, B, and C.

**ADMISSION STANDARDS**

**Program Requirements**

An applicant must satisfy one of (a-e) below:

- a. Achieve minimum score on the Accuplacer test administered at GU/MSB as indicated for the selected program:

Programs	Reading Comprehension	Sentence Skills	Arithmetic
All certificate, diploma, associate degree, and bachelor's degree programs except Nursing (see Nursing Program Specific Requirements)	35	35	21

- b. Provide documentation of a bachelor's degree granted by an approved institution as described in the Transfer of Credit section of this catalog.
- c. Provide documentation of a minimum composite score of 21 on the ACT.
- d. Provide documentation of a minimum composite SAT score of 1485. If SAT was taken prior to March 2006, provide documentation of a minimum composite SAT score of 990.
- e. If a student took the CPA<sup>t</sup> exam through Globe University/Minnesota School of Business (GU/MSB), Broadview University (BVU), or The Institute of Production and Recording (IPR) in the past, entrance scores will be honored according to the requirements listed in the catalog at the time of past enrollment. The student may be required to take the Accuplacer exam to determine appropriate placement in foundation classes.

Math (applicable for students accepted into any program except the certificate in Internet Marketing and Electronic Discovery programs) A student who has successfully completed a college-level mathematics course at an approved institution as described in the Transfer Credit section of the this catalog is exempt from taking Foundations of Math I and II. A student who scores lower than 65 on the arithmetic component of the Accuplacer will be required to complete FM052 Foundations of Mathematics II. A student who scores lower than 38 on the arithmetic component of the Accuplacer will be required to complete FM051 Foundations of Mathematics I and FM052 Foundations of Mathematics II.

Writing, (applicable for students accepted into any program except the certificate in Internet Marketing and Electronic Discovery program) A student who has successfully completed a college-level composition course at an approved institution as described in the Transfer Credit section of the this catalog is exempt from taking Foundations of

Writing I and II. A student who scores lower than 87 on the sentence skills component will be required to complete FW052 Foundations of Writing II. A student who scores lower than 54 on the sentence skills component will be required to complete FW051 Foundations of Writing I and FW052 Foundations of Writing II.

Prospective nursing students should refer to the Nursing Program Specific Requirements section of this catalog.

Globe University/Minnesota School of Business accepts Accuplacer scores from other institutions in cases where students have already taken the required sections of the Accuplacer. Scores must come directly from the administering institution(s) to Globe University/Minnesota School of Business.

A prospective student who does not pass one or more portions of the entrance exam may retake the portion(s) of the test the student did not pass.

A student may be allowed a third exam only at the discretion of the dean of education/students and/or campus director. The student must provide documentation of completion of a rudimentary-level language, reading and/or math class after the second exam attempt and prior to a third attempt. Successful completion includes earning a grade of C or higher, a pass from a pass/fail course, or a letter from an administrator of WorkForce Center, Hub Center, or similar organization stating successful completion of a language, reading, or math workshop or class offered through that organization. A retest request form must be submitted to and approved by the dean of education/students prior to the student taking a third exam. Classes required will be determined by the second exam results.

**PROGRAM SPECIFIC REQUIREMENTS**

**Electronic Discovery**

A student enrolling in the Certificate in Electronic Discovery must meet the program prerequisite of a Bachelor's degree or Paralegal Certificate, Associate's degree in Paralegal or equivalent or at least 3 years of experience in a law firm, in-house legal department, with a legal support provider, or in information technology services, or equivalent.

**Massage Therapy**

The technical instruction of the AAS Massage Therapy and Massage Therapy Diploma programs at GU/MSB requires that students meet or exceed the following qualifications of study specific to massage therapy technique courses:

In order to obtain and develop technical skills and achieve satisfactory completion of either massage therapy program, students must be able to fully perform and receive massage and adjunctive applications without posing health or safety risks to themselves, their classmates, or clients. A student must have the ability to use both hands, single digits, forearms, and elbows to apply massage techniques and adjunctive therapies including kneading, gliding, compressing, grasping, pushing, pulling, shaking, lifting, rubbing, holding, stretching, tapping, and twisting tissue at various frequencies and pressure over the full range of the body. The student must also be able to maintain proper body mechanics including foot placement, leaning, leveraging body weight,

## GENERAL INFORMATION

supported digits, and safety practices for up to one hour without interruption. It is advisable for massage therapy applicants and students to regularly review their health histories and massage criteria with their primary health care providers to establish any risks in performing or receiving massage-type applications.

### Graduate Programs

See Graduate Degree Programs section of this catalog.

### Medical Assistant/Mental Health Technician

Many employers have hiring requirements that prohibit any person convicted of a felony from being employed in a clinical setting. Therefore, GU/MSB will not accept a student with a disclosed felony conviction for enrollment in the Medical Assistant programs or the Certificate in Mental Health Technician. In addition, to be compliant with clinical training site agreements, each student will be required to complete a criminal background check at the beginning of the quarter prior to clinical training. A student whose background check reflects a felony conviction will not be allowed to enter clinical training and will be ineligible to complete the Medical Assistant/Mental Health Technician programs.

Prior to beginning the externship portion of the program, the student must start the series of Hepatitis B vaccinations or sign a waiver declining the injections.

### Mobile Application Development (Certificate)

Students enrolling in the Certificate program in Mobile Application Development will take the College Algebra I test-out as part of the enrollment process. Students who successfully complete the College Algebra I test-out with a 70% or higher will receive credit for the course. Students who do not earn a score of 70% or higher on the College Algebra I test-out will be required to complete the course prior to any course which requires it as a prerequisite.

Students who have earned college-level credit for a College Algebra course from an approved institution as described in the Transfer Credit section of this catalog will have fulfilled the College Algebra admissions requirement.

## Nursing

### Minimum Admission Requirements

- » Applicants who have taken college-level coursework must have:
  - A cumulative GPA of 2.75 or greater for all college-level coursework taken.
  - Official transcripts from all institutions attended.
  - A cumulative GPA of 2.75 or better maintained from time of acceptance to the program to the start of first quarter nursing courses.
  - Completed within the last five years, with a grade of C or better, high school or college-level general biology, or the equivalent, with a lab; and high school or college-level general chemistry, or the equivalent, with a lab.
- » TEAS Assessment Test
  - All applicants must take the TEAS (Test of Essential Academic Skills). The placement results in the four areas of reading, math, science and English are reviewed based on the Adjusted Individual

Total Preparedness Level achieved by the applicant (Exemplary, Advanced, Proficient, Basic, and Developmental). Two weeks after the initial TEAS exam, a prospective student may take one section or the exam in its entirety for a second attempt.

- » All applicants must show proof of meeting nursing assistant competency by documentation of one of the following:
  - Completion within the last five years, with a passing grade, of a federally approved nursing assistant (NA) class.
  - Experience within the last five years as a nursing assistant, with documentation of experience on letterhead from the employer, including a detailed job description that verifies skills.
  - A passing grade on the Nursing Assistant Test-Out exam within the last five years.
  - Current listing on the Nursing Assistant Registry in Minnesota.
- » Personal Goal Statement:
  - Statement of the applicant's educational and career goals as they relate to the profession of nursing at the baccalaureate-level of practice.
  - One to two pages, typed and double-spaced.
- » Two letters of recommendation (from professional associates).
- » Transcripts from all institutions attended.

The composite analysis determining admission to the program includes the following:

- » 2 Letters of Reference
- » Nursing Assistant Competency
- » Review of academic history and Cumulative GPA of 2.75 or >
- » Chemistry and Biology with a grade of C or >
- » TEAS Adjusted Individual Total Preparedness Level
- » Personal Goal Statement
- » Applicants with a High School Diploma or GED must have:
  - Submission of Diploma or GED
  - Official transcripts from High School or institution attended
  - A cumulative GPA of 2.75 or greater for all high school -level coursework taken.
  - Completed within the last five years, with a grade of C or better, high school or college-level general biology, or the equivalent, with a lab; and high school or college-level general chemistry, or the equivalent, with a lab
- » TEAS Assessment Test
  - All applicants must take the TEAS (Test of Essential Academic Skills). The placement results in the four areas of reading, math, science and English are reviewed based on the Adjusted Individual Total Preparedness Level achieved by the applicant (Exemplary, Advanced, Proficient, Basic, Developmental).
- » All applicants must show proof of meeting nursing assistant competency by documentation of one of the following:
  - Completion within the last five years, with a passing grade, of a federally approved nursing assistant (NA) class.

- Experience within the last five years as a nursing assistant, with documentation of experience on letterhead from the employer, including a detailed job description that verifies skills.
- A passing grade on the Nursing Assistant Test-Out exam within the last five years.
- Current listing on the Nursing Assistant Registry in Minnesota.
- » Personal Goal Statement:
  - Statement of the applicant's educational and career goals as they relate to the profession of nursing at the baccalaureate-level of practice.
  - One to two pages, typed and double-spaced.
- » Two letters of recommendation (from professional associates).
- » Transcripts from all institutions attended.

The composite analysis determining admission to the program includes the following:

- » 2 Letters of Reference
- » Nursing Assistant Competency
- » Review of academic history and Cumulative GPA of 2.75 or >
- » Chemistry and Biology with a grade of C or >
- » TEAS Adjusted Individual Total Preparedness Level
- » Personal Goal Statement

#### Required After Acceptance into the Program

- » Current evidence of CPR certification equivalent to Health Care Provider:
  - Must include infant, adult and child and one- and two-person CPR, facemask and external defibrillator.
  - Must have actual hands-on skill competency evaluation; no "virtual" CPR or web-based courses will be accepted.
- » Current evidence of a health and physical exam by a licensed physician or designee (nurse practitioner or physician's assistant), including the following:
  - Proof of immunization or immunity documented by an official vaccination record or through laboratory titer reports showing immunity status to:
    1. Measles, Mumps, Rubella (MMR)
    2. Varicella (Chicken Pox) (titer required)
    3. Tetanus (within ten years)
    4. Documented negative tuberculosis skin test (2-Step Mantoux) or, if the Mantoux is positive, a documented negative chest x-ray • Acknowledgment of receipt of information regarding Hepatitis A, B and C and documentation of receiving, in progress or declining
    5. Hepatitis B vaccination series.
- » Compliance with Minnesota law requires that any person who provides services that involve direct contact with patients, residents or clients at a facility licensed by the Minnesota Department of Health must have a background study. The study will be conducted by the school upon acceptance into the program during initial orientation and annually thereafter. If the applicant refuses, or is disqualified as a result of the background study, the applicant will be unable to successfully complete the requirements of the program and will be exited.

#### » Acknowledgement:

- Students applying to the GU/MSB Nursing program are encouraged to carry their own health insurance during participation in the program. Coverage will not be provided by GU/MSB or clinical/practicum sites. Participating students will not be covered by clinical/practicum sites workers' compensation coverage.

#### » Acknowledgement:

- That it is a requirement of this program to participate in and demonstrate specific competencies while participating in clinical/practicum experiences at off-campus locations or campus specific labs.
- That those experiences must be completed during the designated hours per clinical/practicum site and Nursing program requirements and policies accordingly.
- That the applicant is aware that while participating in required clinical/practicum experiences the applicant is required to provide his/her own reliable transportation.
- That personal and travel expenses and automobile insurance are the responsibility of the student.

#### » Acknowledgment of the following functional abilities:

- Use of the four senses of sight, touch, hearing and smell.
- Motor function and functional strength.
- Coping skills to function in stressful situations.
- Ability to adjust to continuing change.
- Ability to act ethically and accept accountability for own actions.
- Ability to refrain from the abuse of drugs or alcohol (urine drug screening may occur randomly without cause at any time during the program).

All applications submitted will be reviewed by the dean of nursing and a committee for consideration of acceptance to the program. The nursing department reserves the right to select those with the best qualifications from applicants who meet the minimum requirements. Applicants will not be accepted to the BSN program without approval by the dean of nursing.

A petition to appeal for exceptions to the admission criteria may be made to the dean of nursing under certain mitigating conditions. The appeal is to be submitted in writing, using the appropriate college form and with complete accompanying support documents, prior to the deadline for applications for the next acceptance period. The dean of nursing will review the appeal and make a determination. The applicant will be notified of the decision within two weeks of submission of the appeal. The decision of the dean of nursing is final and may not be appealed further.

#### Veterinary Technology

Globe University/Minnesota School of Business strongly recommends students in the Veterinary Technology program receive rabies vaccinations prior to enrolling. While the risk is low, individuals involved in animal health care professions may be exposed to the rabies virus. Students are not required to be vaccinated for rabies, but are urged to discuss rabies vaccination with their primary physicians.

## GENERAL INFORMATION

### STUDENTS ENROLLED IN LESS THAN A FULL PROGRAM

An applicant who does not meet entrance requirements, or who is interested in taking individual courses only, may apply for admission to courses that will not lead to the awarding of a diploma or degree. A student enrolling under these circumstances is not eligible to participate in financial aid.

### INTERNATIONAL STUDENTS

An international student applying to a diploma, certificate, associate degree, or bachelor's degree program (with the exception of the Nursing program) must comply with one of the following:

- » Present an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer), or 61 (Internet).
- » Achieve a minimum Accuplacer score for the requested program.
- » An international student applying to the Nursing program must meet international student compliance as follows:
  - » If the student's native language is not English, the student must:
    - Demonstrate English proficiency in reading, writing, and oral communication methods.
    - Present an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer), or 61 (Internet).
    - Present an official copy of the Test of Spoken English (TSE) report with a minimum score of 50 or a Speaking Proficiency English Assessment Kit (SPEAK) report with a minimum score of 50.

An international student applying to a graduate program must comply with the entrance requirements for a masters or doctoral degree as specified in the graduate section of this catalog.

### TRANSFER OF CREDIT POLICY

The evaluation of transfer credit from other institutions to Globe University/Minnesota School of Business involves the following considerations:

- » The educational quality of the institution from which the student transfers.
- » The appropriateness and applicability of the credit earned to the student's program at GU/MSB in light of the student's educational goals.
- » The requirement that a minimum of 25 percent of total program credits must be completed at GU/MSB in all certificate, diploma, associate in applied science and bachelor's degree programs.
- » The minimum requirements for graduate programs are listed in the graduate section of the catalog.

#### Approved Institutions

Credits for successfully completed courses at institutions accredited by agencies recognized by the United States Department of Education, or in some cases institutions recognized through state regulatory bodies, may be transferred upon the approval of the designated school official at the receiving institution. Veterinary Technology and Medical Assistant programs have the additional requirement of programmatic accreditation for all core requirements.

In order to request transfer credit, the student must submit a Globe University/Minnesota School of Business Request for Transcript for each previously attended institution. Upon request, the student must submit a catalog description or course syllabus for consideration of credit transfer.

In evaluation of transfer credit decisions, Globe University/Minnesota School of Business will carefully weigh the three considerations listed above while assisting students whenever possible to avoid repetition of coursework that applies directly to their program of study.

The transcript evaluation process begins as official transcripts are received. In the event that a transcript is not received in a timely manner, the transcript evaluation may not be complete prior to attendance in the first quarter of classes. Students should plan accordingly.

When the transcript evaluation process is complete, the student will be notified in writing of the result of the evaluation.

Evaluation of course descriptions may be conducted electronically based on information from College Source ([www.collegesource.com](http://www.collegesource.com)) or Office of Higher Education (OHE) credit transfer resource ([www.mntransfer.org](http://www.mntransfer.org)). If information is not available through either resource, the student may be required to provide course descriptions and/or syllabi for consideration of transfer. The following conditions apply:

1. All transferable credits must have been earned with a grade of C-/P or better and be at the college level of 100/1000 or above. All transferable Master's level credits must have been earned with a grade of B or better and be at the college level of 500/5000 or above.
2. A minimum of 25 percent of total program credits must be completed at GU/MSB in all undergraduate programs. Remaining undergraduate program credits may be transfer credit or credits earned through advanced standing tests, professional work experience, or prior learning.
3. Credit for general education courses taken at other schools and not offered by GU/MSB may be awarded in the appropriate general education area. For example, four credits successfully earned in American History (not currently offered at GU/MSB) may be awarded as four credits in the social science area.
4. Postsecondary credit awarded prior to high school graduation will be considered for transfer.
5. Decisions based on transfer credit should be considered valid at the date of evaluation.
6. When curricula change, decisions about future credit transfers may be affected.
7. Transfer credit for a course may be subject to the requirement that the student verify competency in an area included in the equivalent course or satisfy that requirement in some other way.
8. The following qualifications, requirements, and limitations apply to the acceptance of transfer credits.

## QUALIFICATIONS, REQUIREMENTS AND/OR LIMITATIONS RELATED TO TRANSFER OF CREDIT

Quarter/Semester: 1 semester credit = 1.5 quarter credits

### General Education

General education, including the disciplines of communications, natural science/mathematics, humanities, and social science, should be an integral part of all associate and bachelor's degree programs in order to develop critical and analytical skills and broad perspectives that are associated with those levels of education. A degree implies that the student has achieved a knowledge base in general education that complements preparation in a major field of study.

Subject areas accepted towards general education requirements include, but are not limited to, the following:

- » Humanities, including art, humanities, languages, literature, music, philosophy, religion, and theatre.
- » Natural Science/Mathematics, including biology, chemistry, geology, physics, mathematics, and statistics.
- » Social Science, including anthropology, American studies, economics, geography, history, human relations, law, political science, psychology, and sociology.
- » Communications, including composition, speech, writing, and rhetoric.

### Time Limit

General education, general studies, and elective credits shall have no transfer time limit with the exception of the doctoral program. The timeliness of credits applied to career programs will be determined when evaluating transfer credits.

### Credit amount transferred is different than equivalent course credit

Courses approved for transfer must be comparable in nature, content, and level and match at least 75 percent of the content and objectives of the course for which the student is seeking equivalent credit. In consideration of a course for course transfer, the amount of transfer credit will not exceed the credit value for the comparable Globe University/Minnesota School of Business course offering.

### Curriculum changes that change credit and/or content

Courses previously taken at GU/MSB must be comparable in nature, content, and level and match at least 75 percent of the content and objectives of the course for which the student is seeking equivalent credit.

### Credit earned in foreign institutions

A student with a degree, certificate, or college-level credits from a non-U.S. institution of higher education shall have those credits evaluated at the student's expense by an evaluator selected by the college. The student must provide an official transcript in the original language, a college catalog, and the translated transcript and course descriptions. Masters' international transcript evaluations will not be considered for doctoral programs.

### Credit for AAS degree BS Mechanical Engineering Technology program

Students who have an associate degree in an engineering related discipline, such as drafting, engineering technology, or industrial design will receive transfer credit and may be exempt from taking any class in the bachelor's degree program that is also required for the Globe University/Minnesota School of Business AAS Engineering Drafting and Design degree program. The associate degree must meet the Transfer of Credit requirements as stated in the current GU/MSB catalog. To be eligible for transfer, associate degree coursework must include 60 specialization/technical and 30 general education quarter-hour credits (or semester-hour credit equivalencies). The degree must be granted by an approved institution as described in the transfer credit section of this catalog. A documented international transcript evaluation may be considered based on approval of academic services personnel. Additional courses may be required outside of the credits accepted through block transfer where prerequisites exist to create a foundation for further learning.

### Credit for AAS degree BS Veterinary Technology Management program

A student enrolling in the BS Veterinary Technology Management degree program who has earned an AAS Veterinary Technology degree from an AVMA accredited program and possesses a current veterinary technician certificate, will receive transfer credit and be exempt from taking all classes in the bachelor's program that are also required for the AAS program at Globe University/Minnesota School of Business.

### Courses that do not transfer

GU/MSB does not transfer in CMA (certified medical assistant) review or clinical training. GU/MSB does not allow transfer credits for the following courses in the BS Veterinary Technology Management and AAS Veterinary Technology programs: VT222 Lab Animals, Exotics and Pocket Pets, VT256 Small Animal Surgical Assisting, and VT276, Large Animals

### Courses that do not apply toward graduation requirements

In evaluating transfer credit, only courses that apply toward a student's graduation requirements in the student's program of study will be considered for transfer.

### Block Transfer

Students who have completed an associate or a bachelor's degree are eligible for a block transfer of general education requirements, in addition to, PD160, Professional Communications I and PD200 Professional Communications II, to be distributed as determined by the transfer specialist per the conditions below in all programs, with the exception of the BS Nursing degree program. Additional general education courses may be required outside of the credits accepted through block transfer where prerequisites exist to create a foundation for further learning.

## GENERAL INFORMATION

A student who has completed an associate degree will be granted a general education block transfer to fulfill all general education requirements toward an associate in applied science degree through a Globe Education Network member school if the following conditions are met:

- » The student has completed a minimum of three quarter-hour credits in each area of the Globe Education Network member schools' general education studies, including communications, humanities, natural science/mathematics, and social science.
- » The student has completed a minimum of 30 quarter-hour credits of general education courses.

A student who has completed an associate degree will be granted a general education block transfer to fulfill a minimum of 30 quarter-hour credits of general education requirements toward a bachelor's degree through a Globe Education Network member school to be distributed as determined by the transfer specialist.

A student who has completed a bachelor's degree will be granted a general education block transfer to fulfill all general education requirements toward an associate in applied science degree through a Globe Education Network member school if the following conditions are met:

- » The student has completed a minimum of three quarter-hour credits in each area of the Globe Education Network member schools' general education studies, including communications, humanities, natural science/mathematics, and social science.
- » The student has completed a minimum of 30 quarter-hour credits of general education courses.
- » A student who has completed a bachelor's degree will be granted a general education block transfer to fulfill all general education requirements toward a bachelor's degree through a Globe Education Network member school if the following conditions are met:
  - » Student has completed a minimum of six quarter-hour credits in each area of the Globe Education Network member schools' general education studies, including communications, humanities, natural science/mathematics, and social science.
  - » Student has completed a minimum of 54 quarter-hour credits of general education courses.

### Military Transfer

College credit for military service may be awarded upon review of a military transcript. Minimally, a student will be awarded credit toward SS140 Interpersonal Relations for the successful completion of basic training. A student may also receive credit for SS103 Global Citizenship for completing basic training. Additional coursework on the transcript will be matched to comparable GU/MSB courses. Military transcripts to document American Council on Education (ACE) recommended college credit for military training and occupational experience can be requested from:

- » Joint Service Transcript (JST) is used for the US Army, US Marine Corps, US Navy, and US Coast Guard.
- » Community College of the Air Force (CCAF)

The JST is ordered electronically when a student applies for admission. The CCAF request needs to have a hard signature by the student and mailed to the CCAF.

### Credit for AAS degree toward BS Business Administration program

A student enrolling in the BS Business Administration degree program who has earned an AAS degree from the Community College of the Air Force will receive transfer credit and be exempt from taking classes in the bachelor's program that are also required for the AAS program at GU/MSB, with the exception of MK205 Marketing which will be a required course toward the bachelor's degree. In addition, the student will be awarded transfer credit and be exempt from taking HR300 Human Resource Management.

### Core and General Education Requirements

The general education requirement for an AAS degree is a minimum of 30 quarter-hour credits in the general education disciplines, with a minimum of three credits in each of the following areas: communications, humanities, natural science/ mathematics, and social science.

The general education requirement for a bachelor's degree is a minimum of 54 quarter hour credits in the general education disciplines, with a minimum of six credits in each of the following areas: communications, humanities, natural science/mathematics, and social science.

A student enrolling in a Bachelors degree program who has graduated with an AAS degree may be eligible for a core block transfer of up to 60 credits. The student will be required to complete 30 percent of the program at the 300/400 level. The institution reserves the rights to alternate courses within the program to improve the quality of the program of study.

Upon the approval of the dean of education/students or program chair, general education coursework may be accepted as specialization elective coursework if it is determined to be commonly required in that program area. A course accepted as a specialization elective will not be accepted as a general education course.

### ADVANCED STANDING TESTS

Credit may be awarded for a student's proficiency in a subject as demonstrated through performance on an advanced standing test. The student must request and arrange the test through the academic services department and take the test before the beginning of the quarter in which the course will be required. Not all courses have advanced standing tests.

### PRIOR LEARNING ASSESSMENT

Globe University/Minnesota School of Business will determine if learning received outside of the traditional college classroom prior to enrollment at GU/MSB is equivalent to academic curriculum and eligible for college credit. GU/MSB follows the academic and administrative standards of the American Council on Education (ACE) for review of learning gained outside of the formal classroom environment. Documentation of learning that is eligible for review includes: Documentation of professional training

- » Licensure
- » Documentation of coursework earned at non-transferable institutions
- » CLEP test report
- » DANTES test report
- » AP test report

Prior learning credit will be designated as PL on the student's academic transcript. If the credit granted is for a course required for the program, the amount of transfer credit will not exceed the credit value for the comparable GU/MSB course offering. If the credit granted is for a course not required for the program, the appropriate semester-hour credit conversion may be used. Credit awarded for one course may not be used toward any other course.

A student seeking to receive credit for prior learning will submit original copies of appropriate documentation of completion for each course where prior learning credit is being sought to the academic services department for approval. The department will ask the student to provide GU/MSB with additional information if necessary for proper evaluation.

### PROFESSIONAL WORK EXPERIENCE

Globe University/Minnesota School of Business offers a qualified student the opportunity to obtain credit for previous experience in which the student gained occupational, supervisory, or management skills in industry, business, military, professional, or service occupations.

Work experience credit is designated as WE on a student's academic transcript. The student must submit the required forms and documentation for work experience credit to the academic services department prior to the start of the quarter in which the class is required to be taken. Work Experience Request forms and GU/MSB policies are available upon request from school officials. Once the student has completed and submitted all of the required documentation, the academic services department, with the assistance of faculty from the respective department for which credit equivalency is being requested, will evaluate the request. Documentation generally includes job assignment descriptions, performance reports, and/or supervisor letters attesting to the dates of employment, assignments, specific duties, and quality of work performed. Requests for work experience credit will not be considered for evaluation if received without appropriate documentation.

Work experience considered for credit must have been at increasingly rigorous levels of learning equivalent to the level of difficulty associated with college coursework. Part-time experience is considered for credit on a proportional basis.

### TRANSFER OF CREDIT TO OTHER INSTITUTIONS

Globe University/Minnesota School of Business offers master's degrees and career-focused bachelor's degrees, associate in applied science degrees, diplomas, and certificates. The purpose of these degree, diploma, and certificate offerings is to provide career-specific education and general education credits that will lead to rewarding employment. While it is unlikely that credits will transfer to a state college or university, some institutions will accept GU/MSB credits. Credit transfer is always determined at the sole discretion of the receiving institution. GU/MSB cannot provide information on whether outside institutions will accept GU/MSB credits. A student interested in transferring to another college or university should check with that institution prior to enrolling at GU/MSB. It is not the mission or the intent of GU/MSB to act as a transfer institution.

### ARTICULATION AGREEMENTS

Globe University/Minnesota School of Business has articulation agreements with the following schools:

- » Concordia University , St. Paul
- » Brown College, Minneapolis, Minnesota
- » Waldorf College, Forest City, Iowa
- » ITT Technical Institute, Eden Prairie, Minnesota
- » Kaplan
- » Colorado Technical University
- » Capella University, Minneapolis, Minnesota
- » St. Mary's University of Minnesota

Articulation agreements indicate that a student can take credits earned at GU/MSB and be eligible for credits at one of the institutions listed above. Please contact an academic services staff member for program specific information.

### CONSORTIUM AGREEMENT

Students enrolled at Globe University, Minnesota School of Business, Broadview University, Duluth Business University, the Institute of Production and Recording, and Minnesota School of Cosmetology have the option to earn credit for equitable courses taken at any of these institutions. The consortium agreement between these institutions meet the schools' programmatic, local, state, and national licensing and accreditation criteria. These institutions have common ownership and a centralized support system of corporate division personnel provided by the Globe Education Network.

The agreements provide students with the flexibility to take equitable courses from all campus locations, including online coursework, which is administered by a centralized, shared virtual learning environment, CampusConnect, and delivered by Globe University, Minnesota School of Business, and Broadview University online divisions.

Student services, including satisfactory academic progress and financial aid records, will be maintained and monitored by the campus where the student will receive his/her diploma, certificate, or degree. Each campus will be ultimately responsible for the delivery of its programs and the satisfaction of its students. Students who elect to attend a course at a location other than their home institution (primary attendance location) will have their total tuition and fees charged by their home institution. All financial aid will be awarded and dispersed from the home institution. The home institution is required to deliver at least 50 percent of the overall program and award the appropriate credential to the student.

A copy of the consortium agreement is kept on file at each campus. Students have the right to review and acknowledge the agreement prior to taking courses at other campuses.

### LATE ADMISSION

A student may not register for classes later than the third day of the quarter. An application received after the third day of the quarter will be retained on reserve status for the next class start date.

## GENERAL INFORMATION

### FINANCIAL INFORMATION

Globe University/Minnesota School of Business participates in the administration of most federal Title IV student financial aid programs including Federal Pell Grants, Federal Supplement Education Opportunity Grants, Federal Stafford Subsidized/Unsubsidized Student Loans, and Federal Parent Loans to Undergraduate Students.

Programs of study are approved by each state's approving agency for veterans' education benefits (see Accreditations, Registrations and Approvals section of this catalog).

Additional information and applications may be obtained by contacting the campus financial aid office.

### CANCELLATION AND REFUND POLICY

(This section does not apply to international applicants and students. International applicants and students should refer to the International Student Refund Policy and International Student Deposit and Cancellation Policy sections of this catalog.)

1. Any student who enrolls in a program of study will receive written notice of acceptance or rejection. If a student is not accepted for admission, all tuition, fees, and other charges that have been paid will be refunded. The student is responsible for payment for books and supplies received.
2. When written notice of cancellation is given within five (5) business days after the day the student is accepted by the school, regardless of whether the student has begun classes, the application fee will be refunded upon written request. When written notice of cancellation is given prior to the end of the add/drop period of the initial quarter of training, all tuition, course fees, and other charges will be refunded (with the exception of the \$50 application fee). The student is responsible for payment for books and supplies received.
3. A refund policy determines the amount of institutional charges that the school has earned and not earned based on the date the student ceases attendance:
  - » If a student ceases attendance or provides written notice of cancellation or withdrawal after the start of the quarter, but before completion of sixty (60) percent of the quarter, the amount charged for tuition and fees for the completed portion of the course shall not exceed the prorated portion of the total quarter's charges for tuition and fees arrived at by multiplying the total quarter's charges for tuition and fees by the ratio of the length of the completed portion of the quarter to the total length of the quarter.
  - » If the student ceases to attend school after completing sixty (60) percent of the quarter, the student will be charged at one hundred (100) percent of the tuition and fees for the term.
  - » The student is responsible for payment of fees, books and supplies.
4. Any student who enrolls in a course may request a copy of the current list of books and prices. Any student who purchases books through the virtual bookstore may return unused books to the virtual bookstore within ten (10) business days of the start of the quarter to receive a refund. Shipping costs are non-refundable and the virtual bookstore provider reserves the right to issue partial refunds if books are not returned in suitable resale condition.

5. Globe University/Minnesota School of Business will acknowledge in writing any valid notice of cancellation within ten (10) business days after receiving the notice, and within thirty (30) business days will refund to the student any amounts due the student and cancel any tuition or fees in excess of those due under the Return of Title IV Funds Policy.
6. The reason for a student's cancellation or withdrawal does not affect how the cancellation and refund policy is applied.
7. Written notice of cancellation or withdrawal will take place on the date the letter is postmarked, or in a case where the notice is hand carried, it shall occur on the date the notice is delivered to the school.
8. The date of acceptance will be the delivery date of the notice of acceptance. If the notice is delivered by mail, it will be the postmarked date of the letter of acceptance.
9. Whether or not notification is given, the date of withdrawal is based on the date the student ceased attendance.
10. The school does not negotiate promissory notes or instruments received as payments of tuition or other charges.

### MINIMUM TERMS FOR TUITION PAYMENT

When a student is ineligible for, or does not otherwise participate in, any U.S. Department of Education financial aid program, he or she must pay tuition in advance or establish a payment plan with the financial aid department before the first day of each quarter. Quarterly tuition is due and payable on or before the first day of each quarter.

Students whose financial aid is insufficient to cover the total cost of fees, tuition, and books must establish payment plans prior to the first day of each quarter.

Students whose accounts are more than thirty (30) days past due may be suspended from class attendance until arrangements are made to bring their accounts to current status. A student who fails to adhere to the financial arrangements agreed upon may be expelled from school and may re-enter only after making full payment of the delinquent portion of the account.

All accounts must be paid in full prior to taking final exams each quarter and prior to the last scheduled class session for all graduate students.

Student accounts that are more than ninety (90) days past due may be sent to a collection agency.

### RETURN OF TITLE IV FUNDS

The Return of Title IV Funds Policy applies to any student who receives Title IV funding and withdraws. The withdrawal process is defined as occurring when a student notifies, orally or in writing, the academic services department of his/her intent to withdraw. Whether or not notification is given or whether or not the student begins the withdrawal process, the school will establish the date of withdrawal as the date the student ceases attendance. The Return of Title IV Funds formula determines the amount of Title IV funds the student has earned at the time the student ceases attendance and the amount of Title IV funds the student must return.

The amount of Title IV funds earned by a student is based on the calendar days from term start thru the last date of attendance. The amount of Title IV funds a student earns is a proportional calculation based on the amount of time the student attends school through sixty (60) percent of the quarter. If a student ceases to attend school after sixty (60) percent in the quarter, the student earns one hundred (100) percent of the Title IV funds. If the amounts of Title IV grant or loan funds disbursed to the student is greater than the amount a student earned, unearned funds must be returned. If the amount of funds was less than the amount the student earned, the student may be eligible to receive a post-withdrawal disbursement in the amount of the earned aid not received, but otherwise earned.

If it is determined that unearned Title IV funds must be returned, the responsibility is shared between the school and the student. If the financial aid funds earned don't cover the student's charges for that term, the student will be billed. If the financial aid funds exceed the amount earned, the institution will follow the distribution policy described below.

### RETURN OF TITLE IV FUNDS DISTRIBUTION POLICY

Return of Title IV Funds will be distributed in the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct Plus Loans
4. Federal Pell Grants
5. Federal SEOG Program
6. Other Title IV grant or loan assistance

Minnesota state financial aid refunds are calculated based on the Minnesota Office of Higher Education Refund Policy, Appendix 13 Refund Calculation Worksheet of the Minnesota State Grant Manual.

The return of non-Title IV funds will be distributed in the following order:

1. State Grant-Proportionally
2. Non-federal alternative loans
3. Other outside sources

Any excess funds after the distribution policy has been applied belong to the student.

### POST-WITHDRAWAL DISBURSEMENT (PWD)

A PWD is due when the amount of Title IV aid earned is greater than the amount of Title IV aid disbursed. The actual amount of the PWD is the difference between the amount of Title IV aid earned and the amount of Title IV aid disbursed.

If outstanding charges exist on the student's account, the college may credit the student's account with all or a portion of the PWD. However, if Title IV loan funds are used to credit the student's account, the college must first notify the student/parent and provide the opportunity to cancel all or a portion of the loan.

Any amount of a PWD that is not credited to the student's account must be offered to the student within 30 days of the date that the college determined that the student withdrew. The offer must be made in writing and will also notify the student that no PWD will be made if the student does not respond within 14 days of the date that the college sent the notification. Students will be informed that they may accept or decline some or all of the PWD that is not credited to their accounts.

If the student responds within 14 days the PWD funds will be disbursed as soon as possible, but no later than 120 days from the date that the college determined that the student withdrew.

If the student responds late (after 14 days have passed, but prior to the 120 day deadline) the college may choose to make the PWD at its own discretion, depending on the circumstances. The student is reminded that the college has no obligation to make a PWD after the 14 day timeframe.

### TITLE IV VERIFICATION POLICY

If a student's financial aid application is selected for review in a process called verification, the school is required to collect certain documents and adhere to deadlines for processing the application.

Once the student has submitted the required documentation to the financial aid office, the financial aid administrator will make the appropriate corrections to the application information and submit it to the central processing system. If, as a result of verification, the applicant's Title IV eligibility changes, the financial aid administrator will notify the student via a new award letter and in-person consultation (if possible) of the student's new Title IV eligibility.

Globe University/Minnesota School of Business requires the following from an applicant selected for verification:

#### Dependent Applicant

- » Dependent Verification Worksheet
- » Copy of student's and parents' federal 1040, 1040A, or 1040EZ official tax transcript
- » Copy of student's federal 1040 official tax transcript
- » If a student/parent didn't use the IRS data retrieval process or used the process but changed data after it was retrieved, they must provide a copy of their tax transcript provided by the IRS.
- » W-2 forms for non-tax filers and if separation of income is necessary
- » Independent Applicant
- » Independent Verification Worksheet
- » If married, copy of spouse's and student's federal 1040, 1040A, or 1040EZ official tax transcript (if filed)
- » If a student/parent didn't use the IRS data retrieval process or used the process but changed data after it was retrieved, they must provide a copy of their tax transcript provided by the IRS.
- » W-2 forms for non-tax filers and if separation of income is necessary

The deadline for submitting verification documents is the earlier of 30 days after the last day of attendance or 30 days after the last day of the award year. If an applicant fails to submit the required documents to verify the data by the deadline, no Title IV awards can be made to the student and any Title IV funds disbursed in the award year are immediately refunded by the school which may cause the student to owe money to the school.

## GENERAL INFORMATION

## SCHOLARSHIPS

## DIRECTOR'S ACADEMIC SCHOLARSHIP

For students who are graduating high school seniors.

## Qualifier

Wonderlic SLE

## Scholarship Qualification Standards

If you score:	You will be awarded:
12-14	\$500
15-17	\$1,000
18-21	\$1,500
22-27	\$2,000
28-30	\$2,500
31+	\$5,000

## Eligibility Guidelines

1. The applicant must be a current year graduating high school senior.
2. The applicant must take the test on one of the official testing dates published in the admissions department.
3. A student can only take the test one time.
4. The student must enroll on, or prior to, the last testing date of the student's senior year, but may take the test prior to enrolling.
5. Award amounts are designated for tuition only and are divided in  $\frac{1}{4}$  increments, unless the student is enrolled in a three-quarter program, when the award amount will be awarded in  $\frac{1}{3}$  increments.
6. All funds are paid directly to the college.
7. A recipient will be notified of the award in writing within two weeks after testing.
8. The student must apply for and begin classes by the fall quarter immediately following graduation from high school. A student who enlisted in the National Guard or Reserve Military service will be allowed to start classes upon return from their Initial Active Duty for Training (basic/job training). Student must provide proof of upcoming military service and DD214 upon return from military training. A student who attends a religious mission is allowed to start classes the first quarter following his/her return. Prior to leaving on the mission, the student must provide a verification letter from the religious institution indicating the start and end dates of the mission.
9. The student must carry a minimum of twelve credits to be eligible for the quarter and maintain satisfactory academic progress or the award will be forfeited from the time the student fails to do so.
10. The award will be forfeited if attendance is discontinued or interrupted.

## FORWARD SCHOLARSHIP

For students who are current year high school juniors and seniors.

A high school student who applies for admission to Globe University/Minnesota School of Business and enrolls in a program will have the opportunity to get a jump start on a college career. The Forward Scholarship will be awarded to current year high school junior and senior students, and bring their per credit cost of tuition down to \$299.00 per credit for classes in their program.

## Eligibility and Award Guidelines

1. An eligible applicant must be a student who is a currently attending, active junior or senior. Once the student graduates from high school, the student is no longer eligible.
2. The student must be enrolled in an associate or bachelor's degree program.
3. The student must have a cumulative grade point average of at least 2.0.
4. The student must have a signed GPA verification form (provided by the admissions department) showing the student's aptitude for succeeding in college-level coursework.
5. Only courses required in the student's program of enrollment will be eligible for tuition at \$299.00 per credit.
6. The student will be responsible for the cost of books and/or applicable fees associated with the specific course.
7. The student must begin attending GU/MSB in the early fall or fall quarter immediately following the student's senior year.
8. A student who withdraws or fails a course while enrolled under the Forward Scholarship program must successfully appeal in writing to the academic services department for continued enrollment under the program.
9. While in the Forward Scholarship program, a student will remain in a non-degree seeking status, will not be considered a regular student and will not be eligible to participate in financial aid.

## HIGH SCHOOL ADVANTAGE

For students who are current year attending high school juniors or graduating high school seniors. A high school student who applies for admission to Globe University/Minnesota School of Business will have the opportunity to get a jump start on a college career. A high school junior or senior enrolled in an associate or bachelor's degree program is eligible for the High School Advantage Scholarship to help cover the costs of tuition for one course up to \$1940 and may be used for up to seven terms, while meeting all other eligibility requirements.

**Award Amount:** \$1940 per quarter

## Eligibility and Award Guidelines

1. An eligible applicant must be a current year attending high school junior or graduating high school senior. Graduating high school senior is defined as either: (a) actively attending in their senior year, or (b) attended and graduated within the current or most recently completed school year. For instance, an applicant who is a high school senior in fall 2014 has eligibility for the High School Advantage Scholarship through summer 2015 for a total of four terms. A high school junior in fall 2014 has eligibility for High School Advantage Scholarship through summer 2016 for a total not to exceed 7 terms.

2. The student must be enrolled in an associate or bachelor's degree program.
3. An applicant must satisfy the Admissions Standards as outlined in the student catalog prior to beginning the High School Scholarship program.
4. A signed high school principal acknowledgement (provided by the admissions department) is required for juniors indicating agreement from the eligible applicant's high school they attend to accept credits earned at Globe University/Minnesota School of Business to be applied as dual credits toward the eligible applicant's high school credits earned and is required to be on record until they enter their senior year.
5. The student must have a high school cumulative grade point average of 2.5.
6. The student must have a signed GPA verification form (provided by the admissions department) showing the student's aptitude for succeeding in college-level coursework.
7. Only courses required in the student's program of enrollment will be eligible for the scholarship.
8. The student will be responsible for any additional costs of course resources and/or applicable fees associated with the specific course that the scholarship award does not cover.
9. The scholarship will only be applied up to \$1940 per quarter and cannot be used to cover costs outside the tuition. It cannot be used to create a stipend for the student.
10. The student must begin attending GU/MSB as a degree-seeking student in the summer or fall quarter immediately following the student's senior year. A student who graduates from high school in the spring and begins classes toward their degree-seeking enrollment in the summer quarter immediately following graduation may use the scholarship during that quarter if the seven term maximum has not been met. A student graduating early in the senior year that chooses to start classes in winter or spring can also take advantage of the scholarship program through summer quarter immediately following the student's senior year provided the seven term maximum has not been met. A student taking advantage of the early entrance start date will receive the scholarship during that quarter provided the student carries a minimum of 12 quarter-hour credits and maintains satisfactory academic progress.
11. A student who enlisted in the National Guard or Reserve Military service will be allowed to start classes upon return from their Initial Active Duty for Training (basic/job training). Student must provide proof of upcoming military service and DD214 upon return from military training. A student who attends a religious mission is allowed to start classes the first quarter following his/her return. Prior to leaving on the mission, the student must provide a verification letter from the religious institution indicating the start and end dates of the mission.
12. A student who withdraws or fails a course while enrolled under the High School Advantage program must successfully appeal in writing to the academic services department for continued enrollment under the program.
13. While in the High School Advantage program, a student will remain in a non-degree seeking status, will not be considered a degree-seeking student and will not be eligible to participate in financial aid.

### PRESIDENT'S SCHOLARSHIP

For students who are graduating high school seniors.

A student who applies for admission to Globe University/Minnesota School of Business by April 1 of the student's senior year of high school and who meets applicable scholarship eligibility guidelines will be awarded a President's Scholarship in the amounts described below. This scholarship is available for associate and bachelor's degree programs.

Application Deadline	High School GPA Requirement/ Scholarship Amount		
	4.0	3.0-3.9	2.0-2.9
January 1	\$5,000	\$4,000	\$3,000
February 1	\$4,000	\$3,000	\$2,000
March 1	\$3,000	\$2,000	\$1,000
April 1	\$2,000	\$1,000	-no award-

### Eligibility Guidelines

1. Applicant must be enrolled in an associate or bachelor's degree program prior to April 1 of his or her senior year to be eligible.
2. Eligible applicants must be current year graduating high school seniors with a minimum cumulative GPA of 2.0.
3. A recipient will be notified of the award in writing once the student's official high school transcript is received.
4. Award amounts are designated for tuition only and are divided in ¼ increments.
5. All funds are paid directly to the college.
6. The student must begin attending GU/MSB by the fall quarter immediately following the student's senior year. A student who enlisted in the National Guard or Reserve Military service will be allowed to start classes upon return from their Initial Active Duty for Training (basic/job training). Student must provide proof of upcoming military service and DD214 upon return from military training. A student who attends a religious mission is allowed to start classes the first quarter following his/her return. Prior to leaving on the mission, the student must provide a verification letter from the religious institution indicating the start and end dates of the mission.
7. The student must carry a minimum of twelve credits to be eligible for the quarter and maintain satisfactory academic progress or the award is forfeited from the time the student fails to do so.
8. The award is forfeited if attendance is discontinued or interrupted.
9. Students lose eligibility if their enrollment application is cancelled, either by the student or the college. Eligibility may be re-established if the student re-applies for enrollment and begins classes by fall quarter immediately following their high school graduation.

GENERAL INFORMATION

**UNITE FOR SUCCESS SCHOLARSHIP**

For St. Cloud Area Graduating Seniors

Globe University/Minnesota School Business has partnered with the St. Cloud Chamber of Commerce to make available 40 scholarship awards of \$1,000 each to St. Cloud area graduating seniors. The scholarships are awarded in recognition of the students' volunteerism and/or community service activities.

Two \$1,000 scholarships per school, per year are available to graduates of each of the following St. Cloud area high schools:

Albany Area	Melrose
Apollo	Mora
Atwater-Cosmos-Grove City (ACGC)	New London-Spicer
Becker	Paynesville Area
Cathedral	ROCORI
Eden Valley-Watkins	Royalton
Foley	St. Cloud Technical
Holdingford	Sartell
Little Falls Community	Sauk Centre
Long Prairie-Grey Eagle	Sauk Rapids-Rice

**Eligibility Guidelines**

- Scholarship application deadline: July 1 immediately following the student's date of graduation and can be submitted to any GU/MSB campus.
- Applicants must be current-year graduating seniors.
- Applicants must submit a one page, typewritten paper describing their own volunteerism and/or community service activities. Applications must be submitted to the financial aid office.
- Applicants must have achieved a high school GPA of 2.0 or higher (please submit an unofficial transcript with the application).
- Award recipients must begin attending GU/MSB in the early fall or fall quarter immediately following the recipient's senior year of high school. Award recipients who enlist in the National Guard or Reserve Military service will be allowed to start classes upon return from their Initial Active Duty for Training (basic/job training). Award recipients must provide proof of upcoming military service and DD214 upon return from military training.
- Students must be enrolled in a diploma or degree program at any GU/MSB campus.
- Students must be enrolled in a minimum of twelve credits per quarter and maintain satisfactory academic progress or the award is forfeited from that point forward.
- Awards are forfeited if attendance is discontinued or interrupted.

**Additional Information**

- Award amounts are designated for tuition only at any GU/MSB campus and are divided into ¼ increments, unless the student is enrolled in a three-quarter program and then will be awarded in ½ increments.

- All funds are paid directly to the college.
- Award recipients will be notified in writing once an official high school transcript documenting graduation and minimum GPA requirements is received by GU/MSB. Applicants should contact their high school administrative office and request that an official transcript be forwarded to the Globe University or Minnesota School of Business campus.

**MILITARY ACTIVE DUTY/RETIRED SCHOLARSHIP**

Globe University/Minnesota School of Business offers a scholarship designed to reward students for their military service to our country. Active duty and retired service members of the United States Army, Navy, Air Force, Marines, Coast Guard and Drilling Reserve/National Guard are eligible for the scholarship. Additionally, the qualified student will receive a credit to his or her account of the application fee during the first term of attendance. This scholarship cannot be used in conjunction with, or in addition to, any other Globe University/Minnesota School of Business military scholarship. The scholarship is effective the date the application is completed and is not retroactive. Students will be responsible for costs including books, supplies and fees associated with the program or classes enrolled.

**Award Amounts:**

- 12+ credits: \$1680
- 9-11 credits: \$1485
- 6-8 credits: \$870

**Eligibility Guidelines**

- Students must provide a copy of their military ID card.
- Students must be enrolled in a diploma, associate or bachelor degree program.
- The effective date of the scholarship for active duty service members is 4/6/2009, and for retired service members is 1/3/2011. The scholarship is not retroactive.
- Award amounts are designated for tuition only, with the exception of the application fee, and will be applied after the add/drop period.
- Students must maintain satisfactory academic progress or they will lose eligibility for the scholarship.
- Student must be enrolled in at least 6 credits to be eligible.

Applications are available at <http://www.globeuniversity.edu> or <http://www.msbcollge.edu>. The academic services department will evaluate credit for military education or occupational courses taken while in the military for credit applied toward a GU/MSB program. The evaluation will follow recommendations from the American Council on Education (ACE) on transferring college credit for military training and occupational experience.

## MILITARY ACTIVE DUTY FOR SPOUSES AND DEPENDENTS

Globe University/Minnesota School of Business offers a scholarship designed to reward spouses/domestic partners and dependents, who maintain a full-time credit load, of active duty and retired service members of the United States Army, Navy, Air Force, Marines, Coast Guard and Drilling Reserve/National Guard. Additionally, the qualified student will receive a credit to his or her account of the application fee during the first term of attendance. This scholarship cannot be used in conjunction with, or in addition to, any other Broadview University military scholarship. The scholarship is effective the date the application is completed and is not retroactive. Students will be responsible for costs including books, supplies and fees associated with the program or classes enrolled.

### Award Amount:

\$1200

### Eligibility Guidelines

1. Students must provide a copy of their military ID card.\*
2. Students must be enrolled in a diploma, associate or bachelor degree program.
3. Student must be enrolled in at least 12 credits to be eligible.
4. The effective date of the scholarship for active duty service members is 4/6/2009, and for retired service members is 1/3/2011. The scholarship is not retroactive.
5. Award amounts are designated for tuition only, with the exception of the application fee, and will be applied after the add/drop period.
6. Students must maintain satisfactory academic progress or they will lose eligibility for the scholarship.
7. This scholarship is not appealable; students who fall below 12 credits are encouraged to apply for the Military Advantage Scholarship.

\*Spouse/domestic partner or dependents must provide a copy of military ID card for active duty, reserve, and National Guard or retired, dependent ID card, marriage license, birth certificate or federal tax form to show proof of dependent status. A student can only receive the Military Active Duty/Retired Scholarship as a dependent of the qualifying military personnel if the student is considered a dependent of that person based on the U.S. Department of Education's Title IV determination of the dependency status. Applications are available at <http://www.globeuniversity.edu/> or <http://www.msbccollege.edu/>. The academic services department will evaluate credit for military education or occupational courses taken while in the military for credit applied toward a GU/MSB program. The evaluation will follow recommendations from the American Council on Education (ACE) on transferring college credit for military training and occupational experience.

## MILITARY ADVANTAGE SCHOLARSHIP

Globe University/Minnesota School of Business offers a military advantage scholarship for qualified military personnel who are registered at part-time or more, 6 credits in an undergraduate program or 3 credits in a Master's program, and making satisfactory academic progress. We also provide the discount to military personnel's spouse and dependents that are registered for full-time, minimum of 12 credits in an undergraduate program or 6 credits in a Master's program, and making satisfactory academic progress. If an undergraduate student falls below the credit requirement, the awarded will be forfeited at that time. The credit minimum requirement is only appealable for 3+ credits, assuming student meets appeal requirements and is approved by the campus.

This scholarship cannot be used in conjunction with or in addition to any other military scholarship the institution offers. Scholarship is effective the date the application is completed and is not retroactive. The Military Advantage Scholarship supplements any additional military education benefits (i.e., GI Bill/College Fund) as well as other grants and loan programs available to students. The award will be applied as a credit to tuition on the receiving student's account.

### Award Amount:

\$480

United States Military personnel in the following classifications\* are eligible for the Military Advantage Scholarship each quarter:

- » Veterans honorably discharged
- » Active Duty and Active Reserve/National Guard and their spouse/dependents enrolled in Nursing and graduate degree programs
- » Spouse/dependents of spouse/domestic partner or dependents of veterans

\*Documentation with DD214 is required for veterans unless they are currently receiving funds from a Federal Veteran's Education Program with the school. These programs include, Chapter 33-Post 9/11 Bill, Chapter 30-Montgomery GI-Bill, Chapter 31- Vocational Rehabilitation, 1606-REAP, 1607-Selected Reserve, VEAP, and Federal Tuition Assistance. Spouse/domestic partner or dependents must provide copy of military ID card for active duty, reserve and National Guard, dependent ID card, marriage license, birth certificate or federal tax form to show proof of dependent status. A student can only receive the Military Advantage Scholarship as a dependent of the qualifying military personnel if the student is considered a dependent of that person based on the U.S. Department of Education's Title IV determination of the dependency status.

Applications are available at <http://www.globeuniversity.edu/> or <http://www.msbccollege.edu/>.

The academic services department will evaluate credit for military education or occupational courses taken while in the military for credit applied toward a GU/MSB program. The evaluation will follow recommendations from the American Council on Education (ACE) on transferring college credit for military training and occupational experience.

## GENERAL INFORMATION

### PURPLE HEART SCHOLARSHIP

Globe University/Minnesota School of Business is proud of our country's heroes who have given so much so that we may enjoy our freedom. In recognition of their selfless sacrifices, we offer the Purple Heart Scholarship to service members and veterans who were wounded in the Gulf Wars: Operation Desert Storm, Operation Enduring Freedom and Operation Iraqi Freedom. Spouse/domestic partner or dependents of service members killed in action during these conflicts are also eligible for this scholarship. The scholarship cannot be used in conjunction, with or in addition to, any other institutional scholarship. Scholarship is effective the date the application is completed and is not retroactive.

A student approved for this scholarship will be awarded an amount to cover all remaining tuition and fees once elected federal and state financial aid, military aid, and Veterans Affairs benefits have been deducted from the total amount. To determine aid eligibility, a student must fill out a FAFSA to receive this award. Students must be registered for 12 credits or more to be eligible for the quarter or the award will be forfeited from the point that the student falls below 12 credits. Graduate students must be registered for at least 6 graduate credits to be eligible for the quarter.

Please provide a copy of your DD214 and/or orders of being awarded the Purple Heart. If a dependent, please provide your military ID card.

Application materials must be submitted to the financial aid office.

Applications are available at <http://www.globeuniversity.edu/> or <http://www.msbcollge.edu/>.

### BUSINESS ALLIANCE SCHOLARSHIP

Globe University/Minnesota School of Business realizes the important role the business community plays in a successful economy and the global competitiveness that is critical to the growth of our workforce.

Partnerships that promote visions for improving the workforce and thereby improve the economy are integral to GU/MSB's mission. In order to form strong partnerships for building a globally competitive workforce, GU/MSB offers the Business Alliance Scholarship. Eligible students are currently employed by businesses that have taken the necessary steps to become approved GU/MSB business alliance strategic partners and must be enrolled full-time to be eligible per quarter. Full-time is defined as a minimum of 12 credits in an undergraduate program and a minimum of 6 credits in a graduate program. Ten partnerships will be approved annually. In order to be eligible, a business must have a minimum of 25 employees.

#### Scholarship Recipient Criteria

A student currently employed by an approved business partner must meet the following criteria for eligibility for the Business Alliance Scholarship:

1. Provide a personal goal statement (one to two pages typewritten) stating the applicant's background, interests, aspirations and how the student will use his or her education to improve the workforce.
2. Provide a statement from a supervisor or manager employed by the strategic partner that defines the reasons the student should be considered for the Business Alliance Scholarship.
3. Provide a current résumé.

Application materials must be submitted to the financial aid office.

#### Business Partnership Criteria

A business can become eligible for the partnership program by meeting the following criteria:

1. Provide a quarterly message to employees regarding educational opportunities at GU/MSB.
2. Host semi-annual "lunch and learn" sessions where GU/MSB staff can provide information on educational opportunities.

#### Benefits to Business Alliance Partners

Globe University/Minnesota School of Business offers the following benefits to our business alliance partners:

- » Access to our customized professional development services – online training modules developed with our education partners.
- » Specially designed 60 to 90 minute workshops that focus on topical issues affecting a corporation, such as project management, IT integration, financial regulation, and building a knowledgeable workforce.
- » Free employee candidate reviews – access to the best of our student population as screened by our career services department.
- » Preferred access to our scholarship and training programs.

#### Awards

An approved scholarship will be awarded for 10 percent off quarterly tuition with a life time maximum of \$5,000, for a student accepted into an associate, bachelor's or master's degree program. Questions regarding scholarship eligibility and the disbursement of the award should be directed to the financial aid office at GU/MSB.

### BUSINESS MANAGEMENT EMPHASIS SALON AND SPA SCHOLARSHIP

For Minnesota School of Cosmetology Graduates

Globe University/Minnesota School of Business offers a scholarship to students in the Bachelor of Business Management degree program with an emphasis in Salon and Spa. The scholarship is designed to help students that possess a Cosmetology diploma/license obtain a bachelor degree. A graduate from Minnesota School of Cosmetology (MSC) who has fulfilled the following requirements will qualify for the following scholarship award.

#### Award Amount

\$2,000

#### Eligibility Guidelines

1. The student must possess a current cosmetology license.
2. Eligible students must have graduated from MSC with an overall grade of 95 percent or higher.
3. Eligible students must have graduated from MSC with an attendance record of 95 percent or higher.
4. Eligible graduates must have their MSC tuition paid in full and have signed off with financial aid.
5. Eligible applicants must have graduated from MSC within the allotted maximum completion time frame.

6. Award amounts are designated for tuition for the GU/MSB Business Management Salon and Spa emphasis degree program only and will be paid directly to the college.
7. The student must maintain a schedule of at least 12 credits to be eligible for the quarter and must maintain satisfactory academic progress or the student will lose eligibility.
8. The award is forfeited if attendance is discontinued or interrupted.

Award amounts are designated for Bachelor of Business Management degree program with an emphasis in Salon and Spa charges only and are divided in ¼ increments, unless the student completes the program in less than four terms of enrollment, in which case the amount will be divided by the number of terms the student is enrolled.

The student's eligibility for the scholarship will be reviewed and approved by the dean of education/students and campus director.

### COMMUNITY SERVICE SCHOLARSHIP

To reward students for community service and continued enrollment, each Globe University/Minnesota School of Business location offers two community service scholarships per quarter to qualifying applicants. The scholarships provide tuition assistance to selected students based on the following criteria.

#### Award Amount

\$2,000 maximum annually

#### Eligibility and Award Guidelines

An applicant must:

1. Be enrolled in a diploma, associate or bachelor's degree program.
2. Be a continuing student by having completed at least one term at Globe University/Minnesota School of Business.
3. Not be in arrears with financial aid or have an outstanding balance with Globe University/Minnesota School of Business.
4. Maintain a GPA of 3.0 or higher.
5. Meet and maintain a 90 percent attendance ratio of required contact hours.
6. Be enrolled in a minimum of 12 credits to be eligible for the quarter.
7. Provide, as a scholarship application, a minimum of a one-half page written summary of community service activity performed within the prior three months.
8. Agree to let Globe University/Minnesota School of Business promote the student's community service involvement.

Also:

9. Awarded in \$500 increments, for up to 4 consecutive quarters.
10. The award will be forfeited if attendance is discontinued or interrupted.
11. A student will receive a maximum of one community service scholarship per year, a year is defined as 12 consecutive months from beginning of term first awarded.
12. Award amounts are designated for tuition only.

### Selection Criteria

A Globe University/Minnesota School of Business scholarship committee will select scholarship recipients based on:

1. The applicants meeting all eligibility guidelines.
2. The applicants performing community service activities that benefit the community and support education.
3. Date of application: Applications received by the end of week eight of a quarter will be considered for the scholarship beginning the following quarter. Application materials must be submitted to the financial aid office.

### DOCTOR OF BUSINESS ADMINISTRATION (DBA) GU/MSB ALUMNI ADVANTAGE SCHOLARSHIP

Globe Education Network (GEN) wants to encourage and reward students who have graduated with a Master of Business Administration Degree from Globe University/Minnesota School of Business and offers a merit-based scholarship to assist in funding educational expenses while pursuing the Doctor of Business Administration (DBA).

#### Award Amount

- » High Honors Level Award: Full-tuition for two doctoral-level courses, awarded for one course in the first quarter and one course in the second quarter of enrollment in the DBA program.
- » Honors Level Award: Full-tuition for one doctoral-level course, awarded for one course in the first quarter of enrollment in the DBA program.

#### Eligibility and Award Guidelines

1. Scholarship applicants must be GU/MSB MBA graduates, who earned their MBA degree within 10 years of applying for the scholarship. Alumni who earned an MBA through the GEN employee-benefit program are ineligible.
2. An eligible student must meet all admission requirements and have been accepted into the program.
3. Continuous enrollment as a full-time student in the DBA program at the Globe University-Minneapolis campus is required to maintain eligibility for the award.
4. Eligible graduates must have all prior tuition and fees paid in full to be eligible to receive the scholarship.
5. No other GEN scholarship may be awarded during the receipt of the DBA Alumni Advantage Scholarship (the first two quarters for the High Honors award and the first quarter for the Honors award).
6. To apply for the scholarship, students must submit a completed application to the office of Financial Aid at the Globe University, Minneapolis Campus for review and approval by the scholarship committee. A complete application includes:
  - » A completed and signed application form
  - » A letter of recommendation from an academic or workplace reference
  - » A 500-word essay, written by the applicant, stating how the DBA will enhance their professional goals

## GENERAL INFORMATION

7. Awards will be applied as follows:
  - » A student earning High Honors (4.0 Cumulative Grade Point Average) in the Master of Business Administration program and Perfect Attendance for all quarters during the program of study will be awarded the High Honors level award.
  - » A student earning Honors (3.5 – 3.99 Cumulative Grade Point Average) in the Master of Business Administration program and Perfect Attendance for all quarters during the program of study will be awarded the Honors level award.

### DREAM ACT SCHOLARSHIP

#### Awards

Each GU/MSB campus will award one new scholarship per academic year equal to 50 percent of the recipient's total program cost.

#### Eligibility Guidelines

1. The applicant must be an undocumented student who is a graduate of an Idaho, Minnesota, South Dakota, Utah or Wisconsin high school and is, or can be, classified by the United States government as undocumented.\*
2. The student must have resided in Idaho, Minnesota, South Dakota, Utah or Wisconsin and attended an Idaho, Minnesota, South Dakota, Utah or Wisconsin high school for at least two years.
3. The student must have a cumulative high school GPA of 2.0 or higher and provide a copy of his or her high school transcript.
4. The student must begin classes no later than the fall quarter following his or her senior year.
5. The student must carry a minimum of twelve credits to be eligible for the quarter and maintain satisfactory academic progress or the student will lose eligibility.
6. Awards will be disbursed each quarter and are paid directly to the college.
7. The student must complete the scholarship application, including a brief statement describing the importance of a degree to the student's career success.
8. The award will be forfeited if attendance is discontinued or interrupted.

\*Please contact the student financial aid office for further details on the undocumented classification.

Scholarship must be awarded each year prior to the fall quarter for applicant to receive scholarship.

Applications are available at <http://www.globeuniversity.edu/> or <http://www.msbcollge.edu/>.

### EDUCATIONAL USER EXPERIENCE (EDUX) SCHOLARSHIP

Globe University/Minnesota School of Business has created a scholarship to help full-time students fund the cost of an iPad®, in order to effectively utilize digital learning resources.

#### Award Amount:

\$600 maximum per student

#### Eligibility and Award Guidelines:

1. Applicants must be enrolled in a Diploma, Certificate, Associate, Bachelor, or Master's degree program.
2. Students in an undergraduate program must take 12 or more credits in order to be awarded the full scholarship.
3. Students in a Master's degree program must take 7 or more credits in order to be awarded the full scholarship.
4. Student must maintain satisfactory academic progress and full-time status or the award will be forfeited from the point the student fails to do so.
5. Student must not be in arrears with financial aid and may not have a balance owed to Globe University/Minnesota School of Business.
6. Funds will be awarded during week 2 of the academic quarter:
  - » \$300 will be credited during the first quarter of eligibility;
  - » \$300 will be credited during the second quarter of eligibility.
7. The scholarship will be completely refunded if the student withdraws completely from the college during the term it is applied. This means that a student who fully withdraws will have the scholarship eliminated from their ledger, which may result in the student owing additional funds to the college.

### FIRST SCHOLARSHIP

In support of the "FIRST" Mission, NTI School of Technology/Globe University awards two (2) non-renewable scholarships in the amount of \$2000 each, for the 2013-2014 academic year to high school Seniors who have participated on a "FIRST" team. The scholarship may be utilized for undergraduate coursework in both the Architectural and Engineering Drafting and Design programs.

#### Eligibility Requirements

An eligible applicant must:

1. Be a currently-attending, active Senior in high school
2. Have participated on a "FIRST" Robotics Competition Team (FRC) or a "FIRST" Tech Challenge team (FTC)
3. Apply and be admitted to NTI School of Technology/Globe University as an undergraduate student enrolled in an Architectural or Engineering Drafting and Design program. (Scholarship eligibility does not require an applicant to be enrolled before they apply for the "FIRST" scholarship).
4. The student must carry a minimum of twelve credits to be eligible for each quarterly disbursement and maintain satisfactory academic progress or the award will be forfeited from the time the student fails to do so.
5. Award amounts are designated for tuition only and are divided in ¼ increments.
6. All funds are paid directly to the college.
7. Have a High School cumulative GPA of 3.5 or higher (on a scale of 4.0)
8. Have intentions of pursuing the field of Architectural or Engineering Drafting and Design
9. The award will be forfeited if attendance is discontinued or interrupted.
10. Complete a Personal Information Session with an Admissions Representative

### Application Procedures

Completed FIRST Scholarship applications must be received by GU/MSB on or before January 1 to be considered for the subsequent spring GU/MSB term of that year and July 1 to be considered for the subsequent fall GU/MSB term of that year. Applications must include:

1. A completed application form
2. A 500-word essay regarding how the "FIRST" experience has affected the student's career goals and how it will help the student be a leader in the NTI School of Technology/Globe University learning community.
3. A letter of recommendation from an adult mentor/coach on your "FIRST" team is required as part of the application submission.
4. A current unofficial transcript for the attending high school must be on file.

### GEN MATCHING SCHOLARSHIP

Globe Education Network (GEN) wants to encourage and reward students for finding outside scholarships and grants to help fund their educational expenses. Outside scholarships help reduce future indebtedness. Therefore, GEN has established a matching scholarship for outside scholarships and grants.

#### Award Amount

\$1,000 maximum annually

#### Eligibility and Award Guidelines

1. There is no deadline.
2. Anytime a student secures an eligible scholarship or grant and funds are applied to the student's account, GEN will match it. GEN will match multiple scholarships and grants in one year, but the total amount of the GEN Matching Scholarship will not exceed \$1,000 in one year. This match may require an adjustment to the student's financial aid package. If an adjustment must take place, loans will be reduced first.
3. If the outside scholarship is incremental the GEN Matching will also be incremental. For example, if the outside scholarship covers two quarters the GEN Matching will be disbursed evenly into the same two quarters.
4. No essay or application will be required. The GEN Matching Scholarship will simply match any outside eligible scholarships that the student can secure. The financial aid office at the student's home campus will automatically match the outside scholarships. If the student thinks a scholarship should have been matched but was not, the student should contact the financial aid office.
5. This GEN Matching Scholarship will be recurring as long as the outside scholarship is recurring or until the \$1,000 match has been reached each academic year.
6. The scholarship will be completely refunded if the student withdraws completely from college during the term it is applied. This means that a student who fully withdraws will have the scholarship eliminated from their ledger, which may result in the student owing additional funds to the college.
7. All funds will be paid directly to the college to cover educational expenses or will be used to reduce the student's loans.
8. A student will receive a maximum of \$1000 per year. A year is defined as 12 consecutive months from the beginning of the term the award is first disbursed in.

9. Students must be enrolled in a minimum of 12 credits to be eligible per quarter.
10. The GEN Matching Scholarship will not match federal funding, state funding, military funding, employer tuition reimbursement, or family payments or any Globe University/Minnesota School of Business, Broadview University, Minnesota School of Cosmetology or Institute of Production and Recording scholarship program.
11. Students must be enrolled in an approved GU/MSB program.

### GEN WORKFORCE SCHOLARSHIP

For students receiving Workforce Center funding.

The GEN Workforce Scholarship assists students who are receiving benefits from a Workforce Center in order to obtain the necessary skills to qualify for employment in their field of study. The GEN Workforce Scholarship supplements any additional grants and loan programs available to the student but cannot be used in conjunction with any other institutional scholarship.

#### Award Amount:

\$480

#### Eligibility Guidelines:

1. Must be enrolled in a diploma, associate, or bachelor degree program.
2. Must be meeting Satisfactory Academic Progress.
3. Must be enrolled in a minimum of 12 credits per term.
4. Awards are forfeited if attendance is discontinued or interrupted.
5. Award amounts are designated for help with tuition only. Students are responsible for books, supplies, and fees associated with their program.
6. The applicant must show proof of approved funding from an area Workforce Center for attendance at the GU/MSB Campus.

### HARTFORD DEGREE DEVELOPMENT SCHOLARSHIP

Globe University and Minnesota School of Business partner with employers who are dedicated to the continued development and growth of our country's workforce. The Hartford, a Minnesota-based community partner, is committed to encouraging employees to enroll and participate in degree programs that support their development needs for a successful career at The Hartford. Eligible students that are currently employed by The Hartford may receive a scholarship to reduce their tuition expense.

#### Scholarship Recipient Criteria

A student currently employed by The Hartford must meet the following criteria for eligibility for the Hartford Degree Development Scholarship:

1. Provide a personal goal statement (one to two pages typewritten) stating the applicant's background, interests, aspirations and how the student will use his or her education to improve the workforce.
2. Provide a company badge showing valid proof of employment or a screen print from The Hartford's reimbursement system showing the employee's acceptance in the Hartford's Degree Development Program. Employment verification must be submitted prior to the start of each quarter in order to receive the scholarship.

## GENERAL INFORMATION

Application materials must be submitted to the financial aid office prior to beginning classes.

### Business Partnership Criteria

The Hartford has established eligibility for this partnership program by meeting the following criteria:

- » Provides a link on The Hartford's internal company portal (iConnect) to advertise the school and programs
- » Established onsite access for an Annual Educational Expo

### Awards

An approved scholarship will be awarded for 25 percent off quarterly tuition, for a student accepted into an associate, bachelor's or master's degree program. Questions regarding scholarship eligibility and the disbursement of the award should be directed to the financial aid office at GU/MSB.

### MEDICAL ASSISTANT CERTIFICATION SCHOLARSHIP

Globe University/Minnesota School of Business realizes the important role the business community plays in a successful economy and the global competitiveness that is critical to the growth of our workforce. Partnerships that promote visions for improving the workforce and thereby improve the economy are integral to GU/MSB's mission. Globe University/Minnesota School of Business offers a scholarship to reward those who are committed to serve their communities through work as a Medical Assistant. Eligible students are currently employed as a Medical Assistant, but not yet certified.

The scholarship applies to those who are interested in taking MA286 CMA Review with the intent of sitting for and passing the AAMA Certification Exam. Successfully completing MA286 CMA Review is not a guarantee that the scholarship recipient will pass the AAMA Certification Exam. Recipients eligible for the scholarship will receive a reduced tuition rate in the amount equal to \$300 per quarter-hour credit. The scholarship cannot be used in conjunction with or in addition to any other scholarship the institution offers. The scholarship is effective the date the application is completed and is not retroactive.

#### Eligibility Guidelines

1. The applicant must provide evidence of current employment as a Medical Assistant.
2. The applicant must provide evidence of having graduated from an ABHES or CAAHEP Accredited Medical Assisting Program.
3. The applicant must provide a statement from their supervisor or manager that defines the reasons the employee should be considered for the Medical Assistant Certification scholarship.
4. The applicant will be responsible for the cost of books, fees and tuition associated with the course.
5. Once enrolled, the applicant must achieve at least 70% in the course or will lose eligibility for the scholarship.
6. The scholarship is forfeited if attendance is discontinued.
7. While in the Medical Assistant Certification Scholarship program, the student will remain in a non-degree seeking status, will not be considered a regular student and will not be eligible to participate in financial aid.

8. Once enrolled, the student will be required to wear scrubs during the entire class time and follow all policies and procedures of the Medical Assisting Program.

### PEACE/POLICE OFFICER SCHOLARSHIP

Globe University/Minnesota School of Business offers a scholarship to reward students for their commitment to serve their communities through work as peace/police officers. The scholarship is effective the date the application is completed and is not retroactive. The scholarship cannot be used in conjunction with or in addition to any other scholarship the institution offers, with the exception of the GEN Matching, edUX and Professional Certification scholarships.

#### Award Amounts:

- 12+ credits: \$1080
- 9-11 credits: \$1440
- 6-8 credits: \$960
- 3-5 credits: \$640

#### Eligibility Guidelines

1. The applicant must be POST Board Certified or equivalently trained.
2. The applicant must have passed the probationary period following employment as a peace/police officer
3. Award amounts are designated for tuition and books only and will be applied after the add/drop period.
4. The student must be enrolled in the Associate in Applied Science in Criminal Justice, Bachelor of Science Criminal Justice program or the Master of Science in Management degree with an emphasis in Criminal Justice.
5. Once enrolled, the student must maintain a minimum cumulative grade point average of 2.5 or will lose eligibility for the scholarship.
6. Students not working full-time as a Police or Peace Officer must be enrolled in a minimum of 12 credits to be eligible a per quarter.

Students will be responsible for costs including books, supplies, and fees associated with the program or classes enrolled.

### STA SCHOLARSHIP

**Award Amount:** Up to the direct cost of tuition and fees or \$1,500 maximum per quarter and a \$24,000 maximum per lifetime.

#### Eligibility and Award Guidelines

1. Student must be eligible for and have exhausted the quarterly maximum borrowing under the StA Loan in order to receive the scholarship in any given quarter.
2. Applicants must be enrolled in a degree seeking undergraduate program.
3. Students must be enrolled and charged for 12 or more credits in order to be awarded the scholarship.
4. Student must maintain satisfactory academic progress or the award will be forfeited from the point the student fails to do so.
5. Student must not be in arrears with financial aid and may not have a balance owed to Globe University/Minnesota School of Business.
6. If you qualify for this scholarship, awarded funds will be applied directly to your student account as a credit. No check or other cash monies will be given or refunded to you at any time.
7. The award will be forfeited if attendance is discontinued or interrupted.
8. There are no exceptions or appeals for this scholarship.

**PROFESSIONAL CERTIFICATION SCHOLARSHIP**

Globe University/Minnesota School of Business encourages students to seek professional certifications in their fields. The school offers Professional Certification Scholarships that reimburse students for certification examination fees. The following chart lists qualifying programs, exams and courses, as well as maximum dollar values.

Relevant Program	Professional Exam	Qualifying Course	Maximum Value
<b>BS Accounting</b>			
	Certified Management Accountant (CMA) – Part 1	AC450	\$350
<b>BS Forensic Accounting</b>			
	Certified Fraud Examiner (CFE)	AC460	\$350
<b>All Accounting Programs</b>			
	Other certifications as approved by the Accounting Chair and Academic Dean		\$300
<b>AAS Architectural Drafting and Design</b>			
	LEED Green Associate	AR155	\$200
<b>BS / AAS Health Fitness Specialist</b>			
	American College of Sports Medicine (ACSM) Certified Personal Trainer (CPT)	HS254	\$300
	National Strength and Conditioning Association (NSCA) Certified Personal Trainer (CPT)	HS254	\$300
	National Academy of Sports Medicine (NASM) Certified Personal Trainer (CPT)	HS254	\$300
	International Youth Conditioning Association (IYCA) Level 1	HS321 or HS322	\$300
	National Exercise Trainers Association (NETA)	HS254	\$300
	American Council on Exercise (ACE)	HS254	\$300
	Other certifications as approved by the HFS Chair and Academic Dean	HS254	\$300
<b>BS / AAS Information Technology</b>			
	A+ Essentials, Exam 220-701	IT205	\$180
	A+ Practical Application, Exam 220-702	IT155	\$180
	Network+	NT242	\$260
	Security+	IT315	\$280
	Windows Server 2008 Active Directory Configuration, Exam 70-640	IT255	\$160
	Windows Server 2008 Network Infrastructure Configuration, Exam 70-642	NT272	\$160
	Windows Server 2008 Application Configuration, Exam 70-643	IT333	\$160
	CCNA: Cisco Certified Network Associate	NT322 and NT362	\$260
	Oracle Database 11g: SQL Fundamentals I, Exam 1Z0-051	DB211	\$140

Relevant Program	Professional Exam	Qualifying Course	Maximum Value
<b>BS / AAS Information Technology (continued)</b>			
	Oracle Database 10g: Administration I 1Z0-042	DB321	\$200
	The Foundation ITIL BHD-012 (ITIL Foundations 3.0 EXO-101)	IT330	\$200
	Linux + Powered by LPI	IT335	\$180
	Systems Security Certified Professional (SSCP)	IT425	\$300
	MOS: Microsoft SharePoint 2010 Exam 77-886: SharePoint 2010	WD334	\$160
	Other certifications as approved by the IT Chair and Academic Dean		\$300
<b>BS Nursing</b>			
	National Council Licensure Examination for Registered Nurses (NCLEX)	RN314	\$320
<b>BS / AAS Paralegal</b>			
	NALA Advanced Paralegal Certification Exam (CLA – Certified Legal Assistant/ CP – Certified Paralegal)	LA299 or LA499	\$300
<b>BS / AAS Veterinary Technology</b>			
	Veterinary Technician National Examination (VTNE)	VT296	\$300
	Other certifications as approved by the VT Chair and Academic Dean	VT296	\$300
<b>AAS / Diploma Massage Therapy</b>			
	Massage and Bodywork Licensing Exam (MBLEx)	MS271	\$200
<b>AAS / Diploma Medical Administrative Assistant</b>			
	Certified Professional Coder (CPC)	MA271 or MA272	\$350
	Other certifications as approved by the MA/MAA Chair and Academic Dean	MA271 or MA272	\$300
<b>AAS / Diploma Medical Assistant</b>			
	Certified Medical Assistant (CMA (AAMA))	MA285 or MA286	\$125
	American Registry of Radiologic Technologists (ARRT) Limited Scope of Practice in Radiography Exam	MA227	\$140
	Certified Professional Coder (CPC) Apprentice Status	MA271 or MA272	\$350

## GENERAL INFORMATION

### Guidelines

1. The applicant must be:
  - A current student in good standing and enrolled in at least six quarter-hour credits.
  - Enrolled in the relevant program for the desired professional exam.
  - Currently enrolled in, or have successfully completed, the qualifying course for each professional exam as listed above. If a specific course and certification are not listed, the applicant must have approval from the campus program chair and academic dean.
2. Have a GPA of 3.0 or higher.
3. Students may apply multiple times for professional certification scholarships. However, a student may be awarded a professional certification scholarship only twice during his/her enrollment at a Globe Education Network member school.
4. Applications are due no earlier than the first day of the quarter and no later than Monday of the third week of the quarter.
5. Recipients will be notified in writing by the beginning of the sixth week of the quarter.
6. The professional certification exam must be taken within nine months of the date on the scholarship award letter.

### Selection Criteria

Scholarship recipients will be selected by a GU/MSB faculty committee based on:

1. Scholarship
2. A personal statement of career goals (500 words or less) that addresses the following:
  - Specific career goals
  - How the certification will enhance the student's career
  - How the student will use the experience and knowledge gained from GU/MSB in his/her career
  - Plans for continuing education
3. Faculty recommendation

### Payment

The scholarship covers the fees for taking each professional certification exam up to the maximum amount listed in the chart. Each student can receive only one Professional Certification Scholarship per certification type.

Scholarship recipients will receive reimbursement by an account balance adjustment for test fees upon submission of:

- » Payment verification for test fee, and
- » Confirmation of scheduled test date

Applications are available at <http://www.globeuniversity.edu/> or <http://www.msbcollege.edu/>.

### SENIOR CITIZENS

An individual aged 62 and over may take advantage of our Senior Citizen Scholarship that will be awarded up to \$1940 for a maximum of four quarters. This scholarship cannot be used to cover costs outside of tuition and fees. It cannot be used to create a stipend for the student. Students receiving this scholarship and taking individual classes will be considered to be in a non-degree seeking status and ineligible to participate in financial aid. Students receiving this scholarship while enrolled in a program will be considered to be degree-seeking and may participate in financial aid where eligibility requirements are met. All fees, books, and other charges will apply.

## INTERNATIONAL STUDENT INFORMATION

### ENROLLMENT

The institution is authorized under federal law to enroll non-immigrant alien students. Upon receipt of a student's enrollment application and appropriate fees, the school will immediately advise the student regarding acceptance.

If the applicant is accepted, the school will supply the necessary form to be presented to the American Consular Office at the time of an F-1 visa application. If an F-1 visa is denied, all monies will be refunded. The enrollment application should be forwarded to the school at least 90 days in advance of the selected starting date.

With the exception of a student enrolled in the graduate program or another program that requires curricular practical training (CPT), it is unlikely that immigration authorities will grant permission for an international student to hold a part-time job during the training period. Therefore, an international student should have sufficient funds available to cover both tuition and living costs. International applicants are required to meet all entrance requirements and may require campus director approval.

### FINANCIAL ASSISTANCE

Some international students may be eligible for Title IV student aid programs. A student must be one of the following to be eligible:

- » U.S. Citizen or national (American Samoa or Swain's Island)\*
- » Legal permanent resident of the United States
- » Eligible non-citizen in one of the following categories:
  - A conditional permanent resident with an I-551 C
  - A non-citizen with an I-94 stamped Refugee, Asylum Granted, Indefinite Parole, Humanitarian Parole, or Cuban-Haitian Entrant

\*The student must provide USCIS documents to the financial aid department.

A student who is not in one of the above categories must have one of the following documents from the United States Citizenship and Immigration Service (USCIS), an agency within the Department of Homeland Security (DHS):

- » I-94 Arrival-Departure Record with an appropriate endorsement
- » Official documentation that the student has been granted asylum in the United States
- » Other proof from USCIS that the student is in the United States for other than a temporary purpose

A student who is in one of those three categories should check with the financial aid administrator, who can advise the student of eligibility.

### INTERNATIONAL STUDENT DEPOSIT AND CANCELLATION POLICY

Upon acceptance to the school a \$200 tuition deposit fee is due. The \$200 non-refundable deposit is required for all international students unless they have permanent US residency. The deposit will be applied to the student's first quarter tuition (as described in the International Student Tuition section of this catalog). This deposit is refundable only if the student's visa application is denied.

### INTERNATIONAL STUDENT REFUND POLICY

When an international student withdraws or is terminated from the school at any time during his/her first quarter of attendance, the student's first quarter tuition will be retained in full by the school and will not be refunded. Beginning with an international student's second quarter of enrollment, when the international student withdraws or is terminated from school before completing 60 percent of the quarter, the amount charged for tuition and fees is prorated based on the percentage of the quarter completed by the student at the time of withdrawal or termination compared to the total length of the quarter. When an international student withdraws from or is terminated from school at or after 60 percent completion of the quarter, the student will be charged 100 percent of the quarter's tuition and fees. The percentage of the quarter completed by the international student is determined by the last date of attendance. Refunds of Title IV funding for any international student who is eligible for and receiving Title IV funds shall be calculated in the same manner as for non-international students, regardless of the quarter in which the international student is enrolled.

Refunds will be made within 30 days of the earlier of the student's written notification of withdrawal to the school or the date that the school determines that the student is no longer enrolled (after 14 consecutive calendar days of absence).

## TUITION AND FINANCIAL ASSISTANCE

### Undergraduate Tuition effective 7/1/13, Graduate and Nursing Tuition effective 7/1/12

#### FEES

Globe University/Minnesota School of Business requires a \$50 application fee for all programs other than Nursing, which requires a \$100 registration fee at the time of application.

For students with a diploma, associate degree, bachelor's degree or graduate degree from Globe University/Minnesota School of Business, Broadview University, Duluth Business University, Northwest Technical Institute or The Institute of Production and Recording who enrolls or re-enrolls at Globe University/Minnesota School of Business in a subsequent program, the application fee is waived for all programs except Nursing.

The international student application fee is \$50 for all programs. This fee will be waived for those international students who enroll through an agent approved by Globe University/Minnesota School of Business.

## TUITION

Tuition for a quarter is based on the number of credits for which the student is enrolled at the end of the drop period. Tuition and fees are subject to change.

### Undergraduate courses (except nursing specific RN courses, see below)

- » Students attending between and 12 and 16 credits will be charged a tuition rate of **\$390 per credit**.
- » Students attending between 1 and 11 credits will be charged a tuition rate of **\$460 per credit**.
- » Per the Tuition Cap benefit in the course catalog, **all credits over 16 are free of tuition charges**.
- » \*Course Fees: Fees vary from \$100 to \$500 per course.

### Nursing courses

- » **Tuition Rate:** \$550 per credit hour.
- » \*Course Fees: \$100 per course.

### Graduate courses (500-level and above) Tuition Rate

- » **Tuition Rate:** \$560 per credit hour.
- » \*Course Fees: \$100 per course.

\*Students may request a fee list to determine the appropriate lab/supply cost for their program.

### Other Tuition, Fees and Charges

- » Scheduled payments that are more than five business days past due are subject to an account hold which may limit the student's ability to register, receive a transcript, or print a schedule.. Students who fail to fulfill the financial arrangements agreed upon may be expelled from school and may re-enter only upon full payment of the delinquent portion of their account.
- » Students will be charged for overdue, lost or damaged library materials.
- » If a student repeats a course, he or she will be charged the tuition and fees in place at the time of the repeat.

When applicable, student charges will include the appropriate sales tax payable based upon statutory rates.

GU/MSB offers a monthly payment plan; see financial aid office for details.

A fee of \$30 will be charged for each returned check. A second returned check will result in the requirement that future payments be made by cash, credit card, or money order only.

## GENERAL INFORMATION

### TUITION CAP

Tuition is capped at 16 credits per quarter; credits above 16 are not charged. The tuition cap does not apply to students enrolled in graduate courses/ programs. Students are responsible for any books, supplies and fees. To determine the total tuition charges for a student with a course load in excess of 16 credits in a quarter, tuition is calculated as follows:

- » First, for the number of credits at \$650/\$460 per quarter-hour credit.
- » Then, the number of credits at \$390 per quarter-hour credit, up to a total of 16 credits.
- » Then, tuition for any additional credits above the 16 credit cap will not be charged.

### INTERNATIONAL STUDENT TUITION

As of July 1, 2012, the international student tuition rate for all F-1 visa holders is \$560 per quarter-hour credit for students in undergraduate programs\* and \$595 per quarter-hour credit for students in graduate programs. As of January 1, 2014, the non-international student tuition rates apply for all international students who do not require an I-20 or hold an F-1 visa.

All international students making application to GU/MSB will be required to pay the first quarter tuition prior to starting classes. Students will be billed for books, fees and future tuition as incurred.

International students enrolled for certificate, diploma, associate or bachelor's degree programs must provide proof (bank statement) of access to funds in excess of one year's international tuition, books, fees and indirect educational expenses (\$34,461 U.S.). International students enrolled for graduate degree programs must provide proof (bank statement) of access to funds in excess of one academic year's international tuition and indirect living expenses (\$27,123 U.S.). For purposes of this calculation, an academic year is defined as nine months.

**International applicants and students should also carefully read the International Student Refund Policy and the International Student Deposit and Cancellation Policy sections of this catalog prior to applying to or withdrawing from the school.**

\*For all courses designated RN101 through RN499, the tuition rate is \$650 per quarter-hour credit.

### INDIRECT EDUCATIONAL EXPENSES

The estimated room and board expense for a student living at home is \$769 per month, with a transportation allowance of \$308 per month. The estimated room and board expense for a student living away from home is \$1,059 per month, with a transportation allowance of \$308 per month.

### FINANCIAL AID

Scholarships and other forms of financial aid are available for those who qualify. For further information on financial assistance, contact the financial aid office at the school. All financial aid awards will be disbursed directly to the student's account beginning the second week of each quarter.

Some business firms and organizations encourage employees to continue their education by paying part or all of their tuition and fees. Since there is considerable variation in this practice, it may be worthwhile for you to check with your employer.

The school is an eligible institution approved by the U.S. Department of Education for participation in the following programs:

- » Federal Pell Grant
- » Federal Supplemental Education Opportunity Grant (FSEOG)
- » Federal Direct Loan Program
- » Federal Direct Parent Loan for Undergraduate Students (PLUS)
- » Minnesota Grant Program (only at GU/MSB campuses located in Minnesota)

The school is an eligible institution approved by the Minnesota Office of Higher Education for participation in the following programs for Minnesota residents attending Minnesota institutions:

- » Minnesota State Grant
- » Minnesota Child Care Grant
- » Minnesota Indian Grant
- » Minnesota GI Bill
- » Student Education Loan Fund (SELF) also for non-residents attending Minnesota institutions and Minnesota residents attending other states.

Additional funds may be available through:

- » Division of Rehabilitation Services
- » Bureau of Indian Affairs (BIA)
- » U.S. Department of Veterans Affairs (VA)

Outside resources must be reported to the financial aid office. The financial aid office is not responsible for locating those funds.

### U.S. Department of Education School Codes

- » Globe University: 004642
- » Minnesota School of Business: 017145

Separate applications may be required.

**PRIMARY SOURCES OF FINANCIAL AID AND HOW TO APPLY**

Program	Type of Award	Amount Per Year	Application
<b>GIFT AID</b>			
FEDERAL PELL GRANT PROGRAM	Grant based on financial need. The student receives notification of eligibility with receipt of Student Aid Report (SAR), which must list the appropriate school code for determination of amount based on cost and credits.	\$602 to \$5,730	Free Application for Federal Student Aid (FAFSA) form
MINNESOTA GRANT PROGRAM	Grant is based on financial need. Applicant must be an undergraduate student with Minnesota residence. The student must submit FAFSA form with appropriate school code listed for determination of amount of the award, based on cost, credits, and legislative appropriations.	\$100 to \$8,071	FAFSA form and School Financial Form
FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (SEOG)	Grant is based on financial need and is awarded by the institution. Notification is made approximately four weeks after start date.	\$400 to \$2,400	FAFSA form
<b>LOANS</b>			
FEDERAL DIRECT LOAN/SUBSIDIZED AND UNSUBSIDIZED*	Long-term, low interest loan (current rate is 4.66% with graduate student loans at 6.21%*). Payment deferred until six months after student leaves school or attends less than half-time. Need-based calculation. See website for current updates to rates and benefits.	1st year up to \$5,500 2nd year up to \$6,500 3rd/4th year up to \$7,500	FAFSA form, Master Promissory Note, and Entrance Counseling
FEDERAL DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS)*	Long-term, low interest loan (current rate is 7.21% *) for parents of dependent undergraduates. See website for current updates to rates and benefits.	Up to cost of attendance less all other financial aid resources	FAFSA form and Federal PLUS Master Promissory Note processed through school and private lender
ALTERNATIVE LOAN PROGRAMS: SEE FINANCIAL AID OFFICE	Supplemental, variable interest rate loans are available. Deferment of principal and interest while in school at least half-time is available. The loan may be used for less than half-time attendance and does not require a co-signer if the borrower meets credit requirements. Alternative loans are privately funded. See website for details and updates to rates and benefits.	Up to tuition, fees, and book costs	Applications processed through the school
STUDENT ACCESS LOAN PROGRAM (StA)	StA is an institutional loan program with third-party servicing. The interest rate is 8%. StA loans require minimum monthly interest repayment of \$20 per month capped at \$110 per month while in school. Student must be enrolled and charged for 12 credits or more per quarter and student must have applied for and been denied a privately funded alternative student loan. The loan amount is calculated using maximum federal, state, private, and institutional financial aid eligibility, regardless of the amount received or borrowed. The student can borrow up to the direct cost of tuition and fees. If loan payments are delinquent, future disbursements and academic transcripts will be placed on hold until delinquency is resolved. Early withdrawal will result in loss of disbursement eligibility for that quarter. If you qualify for this loan, awarded funds will be applied directly to your student account as a credit. No check or other cash monies will be given or refunded to you at any time.	\$100 minimum up to \$1,000 per quarter and a maximum of \$16,000 per lifetime.	Applications processed through the school. Students with previous institutional loans must consult with their financial aid manager to review their options. Borrowers with previous balance may exceed the maximum monthly payment requirements stated above.

Gift aid awarded annually based on fiscal year dates of July 1 through June 30.

\*New borrower rates effective 7/1/13 – previous borrowers must see financial aid manager.

A student attending in more than one fiscal year period must reapply for financial aid assistance.

Financial aid is awarded and credited on a quarterly basis at Globe University/Minnesota School of Business. A student interested in financial aid should schedule an appointment to meet with a financial aid manager at the campus of the student's choice.

## GENERAL INFORMATION

### GENERAL INFORMATION

#### CLASS CONTENT

The institution reserves the right to make changes to improve the quality or content of the programs of study offered.

#### CLASS SIZE

Class sizes vary depending on a number of factors; however, a laboratory course will not have more than 30 students and a lecture course will not have more than 50 students. Additionally, nursing laboratory courses are limited to no more than 12 students and nursing clinical courses are limited to no more than 10 students. Graduate courses are limited to no more than 15 students.

#### CLASS SCHEDULES

Day classes are scheduled between the hours of 7:45 a.m. and 5:30 p.m., Monday through Friday and (as required) Saturday.

Evening classes are scheduled between 5:00 p.m. and 11:00 p.m., Monday through Thursday, and (as required) Saturday.

Online courses are available 24 hours per day on the Internet at <http://connect.globeuniversity.edu/> or <http://connect.msbcollege.edu/>.

A student may register in a degree, diploma or certificate program or in individual subject areas.

Master of Science in Health Fitness Management program students must complete the required on-site lab hours within the quarter when the lab course is offered and in the specific program sequence. Failure to do so will result in a delay of up to one academic year or four quarters for taking future-sequenced courses and may result in having to complete the labs at a different location.

Nursing courses that include lab and clinical experiences will be scheduled Monday through Saturday, generally between the hours of 6:00 a.m. and 11:30 p.m. and occasionally between 11:00 p.m. and 7:30 a.m.

Nursing program policies do not excuse students from class or clinical experience due to employment schedules. Students are expected to commit to scheduled hours and courses.

Nursing program students must complete clinical hours within the quarter when the clinical course is offered and in the specific program course sequence.

Every effort is made to minimize conflicts between students' personal and employment requirements and class schedules. However, the institution has the right to schedule the students' class hours within the limitations of its facilities and overall enrollment.

#### COURSE CANCELLATION

The school reserves the right to cancel any class or program when enrollment is under fifteen students.

### CRIMINAL BACKGROUND CHECK

A student who is entering and completing a career program should be aware that future employers may elect, or be required, to do background investigations on prospective employees to determine if any criminal records exist. This most frequently occurs when a prospective employee will be involved in "direct contact services" with clients or residents. Background checks may also be required for internships, externships, and practicums.

Nursing students must be in compliance with Minnesota law regarding criminal background checks; GU/MSB will be responsible for obtaining criminal background checks according to Minnesota law. All students are required to be in compliance prior to acceptance and to have an annual background check done while in the program.

### DEFINITION OF A STUDENT

Under Minnesota State law, the word student means the student if the student is a party to the contract, or the student's parent, guardian or other person if the parent, guardian or other person is a party to the contract on behalf of the student.

### EXTERNSHIP/ INTERNSHIP/CLINICAL SITES

A site for a Nursing, Massage Therapy, Medical Assistant, Health Fitness Specialist, Digital Video, Paralegal, or Veterinary Technology externship or clinical is generally provided within a fifty mile radius of the student's home or home campus. A site outside of that radius may, depending on appropriateness and availability, be secured for the benefit of the student.

Students are required to attend a pre-externship meeting in the quarter prior to the externship. The externship coordinator will notify students of the time and location of this meeting.

All externships must be completed during the normal business hours of the externship site, regardless of whether the student normally attends day and/or evening courses.

A student who is terminated from an externship will receive an F for the course and must come before an appeals committee before being placed on an externship again. Students who receive an F and are not successful in their appeal will also have to repeat and repay for the course.

### GENERAL EDUCATION

Globe University/Minnesota School of Business integrates general education into all degree programs. The purpose is to engage and expose the student to the liberal arts disciplines, providing critical and analytical skills and intellectual knowledge that serve as a base for lifelong learning and allow the student to function as a well-informed global citizen.

An associate in applied science degree program requires the student to earn a minimum of 30 general education quarter-hour credits, including three or more quarter-hour credits in each of the following four disciplines: communications, humanities, natural science and mathematics, and social science.

A bachelor's degree program requires the student to earn a minimum of 54 general education quarter-hour credits, including six or more quarter-hour credits in each of the following four disciplines: communications, humanities, natural science and mathematics, and social science.

A graduate degree program integrates general education topics throughout each program's curriculum.

The following are goals for each of the four general education disciplines:

### Communications

Students will become effective communicators who apply the principles of communication in reading, writing, speaking, and listening.

### Humanities

Students' knowledge of the human condition and human cultures will expand, especially in relation to behavior, ideas, and values expressed in works of human imagination and intellect.

### Natural Science and Mathematics

Students will gain improved understanding of natural science principles and the methods of scientific inquiry; learn the vocabulary of science and realize the importance of ongoing scientific inquiry as a basis for lifelong learning; and increase their knowledge and application of mathematical and logical modes of thinking.

### Social Science

Students will consider major ideas and historical events that shape society, including knowledge of the function of social, cultural, and political systems and the variability of human behavior.

## GRIEVANCE POLICY

Globe University/Minnesota School of Business has established the following policy and procedures to assist students with grievances:

1. A student is encouraged to make every attempt to resolve a grievance directly with the staff or faculty member involved.
2. If the student feels unable to resolve the difference in that way, the student may state the grievance to the department supervisor or the dean of education/students (the dean of faculty will be involved as appropriate). A student who experiences a conflict or problem with an online instructor, and cannot resolve the grievance directly with the online instructor, can state the grievance to the online learning coordinator, the online dean of education/students, or the campus dean of education/students.
3. An appeal or grievance not resolved to the student's satisfaction at that level may be submitted in writing to the campus director for resolution.
4. If a resolution is not reached at that level, the student may submit an appeal to school ownership at the following:

### Globe Education Network

8089 Globe Drive – Third Floor  
Woodbury, MN 55125  
Phone: 651-332-8000

The issue will be resolved promptly and equitably.

Concerns may also be addressed to: Accrediting Council for Independent Colleges and Schools, 750 First Street Northeast, Suite 980, Washington, D.C. 20002-4241, Phone: 202-336-6780, Fax: 202-842-2593.

Globe University/Minnesota School of Business students in Minnesota may address concerns to: Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227, Phone: 651-642-0567.

Globe University students in South Dakota may address concerns to: South Dakota Department of Education, 700 Governors Drive, Pierre, SD 57501, Phone: 605-773-3134.

Globe University students in Wisconsin may address concerns to: Educational Approval Board, 30 West Mifflin Street, Ninth Floor, P.O. Box 8696, Madison, WI 53708-8696, Phone: 608-266-1996, Fax: 608-264-8477 or email: eabmail@eab.state.wi.us.

## GUIDANCE

The school provides academic and financial guidance for students in need of these services.

## HEALTH AND SAFETY

Classrooms and laboratories comply with the requirements of the various federal, state, and local building codes and Board of Health and fire department regulations. In case of emergency, the school will obtain the services of medical professionals as required. However, Globe University/Minnesota School of Business does not provide health care or counseling services to its students.

## HEALTH INSURANCE

Participating Nursing, Medical Assistant and Veterinary Technology students are encouraged to carry their own health insurance coverage and are solely responsible for their own health care cost. The school does not provide health insurance coverage for its students and the school is not responsible for any medical expenses incurred by its students.

## INDEPENDENT STUDY

Under exceptional circumstances, a request to complete a required course through independent study may be granted. The method of course completion, including but not limited to, specific assignments, deadlines, and examination dates, will be under the supervision of a faculty member. Some courses may not be suitable for this format; graduate courses (500-level and above) are not offered in an independent study format. The circumstances under which independent study will be approved are very limited. A request must be approved by the dean of education/students and campus director and approval will be contingent on availability.

## GENERAL INFORMATION

### LIMITATION OF LIABILITY

Liability for damages arising from a claim brought by the student against the institution shall be limited to the sum of money the student actually paid the institution for tuition, fees, and books and to any actual costs and disbursements (not including attorney's fees) awarded the student by an arbitrator.

### MODE OF INSTRUCTION

Globe University/Minnesota School of Business utilizes Apple iPads® (Second Generation or beyond) as its chosen form of mobile device within its curriculum. All faculty and students are required to use the device within courses to enhance classroom discussion, assignments and use of resources. Within the course and addendum, faculty will appropriately notify students of specific assignment and use.

### NAME CHANGES

A student whose name has changed must provide the registrar a Social Security card showing the new name. This is required before any official records can be updated. A copy of the card will be placed in the student's financial aid file.

### OFFICE HOURS

Monday through Thursday: 7:30 a.m. – 10:00 p.m.  
 Friday: 7:30 a.m. – 4:00 p.m.  
 Saturday: 9:00 a.m. – 2:00 p.m.

### ONLINE EDUCATION

Students enrolled at Globe University, Minnesota School of Business, Broadview University, Duluth Business University, the Institute of Production and Recording, and Minnesota School of Cosmetology have the option to earn credit for equivalent online courses and programs. Online courses are administered through a centralized, shared virtual learning environment, CampusConnect, and delivered by campuses that are approved for online delivery.

This mode of delivery offers flexibility and convenience for busy students. Students can access course material within broad time frames that accommodate their schedules. Assignments and activities are conducted through chat, email, discussion boards, webinars, and online tutorials. Courses are divided into units, with assignments and learning activities required each week (see Attendance Requirements section of this catalog). Some courses may offer scheduled meeting times for live lectures and office hours. A student should contact the academic services department with any education questions and contact the helpdesk with any technical issues including those involving CampusConnect.

In order to register for an online course, a student must, at a minimum, have consistent access to the Internet multiple times per week. Some online courses require certain software packages which can be purchased through the online bookstore. It is highly recommended that students have their own computer equipped with the system requirements in order to succeed in online courses:

Internet Connection	Broadband (cable or DSL) recommended, 56 Kbps minimum
Hardware	Pentium PC or better, or a Macintosh computer with Intel architecture. Audio capability is recommended including speakers and a microphone  iPad™
Operating System	Microsoft Windows XP, Windows VISTA or Windows 7 and 8 Operating Systems (OS)  Macintosh computers must have a Windows OS installed or Mac OSX 10.6.
Software	Microsoft Office Professional 2007, 2010, or 2003, please know that Microsoft Office Professional 2013 is highly recommended and MS Works, WordPerfect and WordPad are not compatible with CampusConnect.  Additional software may be required depending on the class, however, any required software it is available for students to use via the Apps Tab within CampusConnect- no additional purchase is necessary.  Microsoft Office Professional 2013 is required for the following courses: CL131, CL256, BS350, DB211, and DB311  QuickTime is a recommended plug-in.  Additional important software add-ons are available on the GU/MSB website.  We also recommend antivirus software, Firewall software and Norton Security software may cause issues when using CampusConnect. For more information, see our service desk link on computer protection at GU/MSB website.
Browser	Internet Explorer (IE8, IE9) or Firefox (3.6 or greater) are recommended.  There are compatibility issues with the AOL web browser.  Note: IE6, IE 7, Firefox 3.5, Safari (2.0, 3, or any version on windows) are not supported.
Email Capabilities	An email account through the college email system is provided and required and details are included within the online orientation course.
Internet/Computer Access	Students who do not own a computer must have consistent access multiple times per week to a computer that meets these minimum requirements

All first-time online students must successfully complete the Orientation to CampusConnect course before starting their first online class. This orientation will teach students how to use all of the tools within CampusConnect, GU/MSB's online learning environment. CampusConnect is a comprehensive virtual campus that will allow students to access all of their online course and school resources in one convenient location. The Orientation to CampusConnect course will be facilitated in CampusConnect by the campus online learning coordinator who is available to assist students with completing the orientation successfully and preparing them to begin their first online class.

Students will receive an email at their student email account with information on how to start the online orientation and all students should start the orientation course within 72 hours of receipt of their orientation invitation email.

A student registered for an online course is expected to log into the course within the first 72 hours (three days) of the quarter and log in and participate in the course at least once per week throughout the quarter. It is highly recommended that a student registered in an online course log in to his/her course at least three times per week each week of the quarter.

### NON-DISCRIMINATION POLICY

Globe Education Network institutions offer equal opportunities in all of their academic programs or activities without distinction or discrimination because of race, color, sex, religion, age, sexual orientation, nationality, ethnic origin, physical or mental disability, or veteran status.

In accordance with United States Department of Education Title IX of the Education Amendments of 1972, 29 U.S.C. §§ 1681 et seq. (Title IX) and its implementing regulations, 34 C.F.R. Part 106, Globe University/Minnesota School of Business strictly prohibits discrimination on the basis of sex in any education programs or activities by students and employees of our campuses. Additionally, in accordance with Title VI, Section 504, and the Age Discrimination Act, the following individuals are designated to handle inquiries regarding the non-discrimination policies:

Betsy Conway, Director of Human Resources  
Globe University/Minnesota School of Business  
8089 Globe Drive – Third Floor  
Woodbury, Minnesota 55125  
Phone: 651-332-8015  
Email: bconway@globeuniversity.edu

Lynn Lundquist, Project and Policy Manager  
Globe University/Minnesota School of Business  
8089 Globe Drive – Third Floor  
Woodbury, Minnesota 55125  
Phone: 651-332-8000  
Email: llundquist@globeuniversity.edu

Ann Hintz, Dean of Education  
Globe University-Appleton  
5045 West Grande Market Drive  
Grand Chute, Wisconsin 54913  
Phone: 920-364-1100  
Email: ahintz@globeuniversity.edu

Angela Ruppe, Dean of Education  
Globe University-Eau Claire  
4955 Bullis Farm Road  
Eau Claire, Wisconsin 54701  
Phone: 715-855-6600  
Email: aruppe@globeuniversity.edu

Jonathan Virant, Dean of Education  
Globe University-Green Bay  
2620 Development Drive  
Bellevue, Wisconsin 54311  
Phone: 920-264-1600  
Email: jvirant@globeuniversity.edu

June Vatland, Dean of Education  
Globe University-La Crosse  
2651 Midwest Drive  
Onalaska, Wisconsin 54650  
Phone: 608-779-2600  
Email: jvatland@globeuniversity.edu

Krista Zimonick, Dean of Education  
Globe University-Madison East  
4901 Eastpark Boulevard  
Madison, Wisconsin 53718  
Phone: 608-830-6914  
Email: kzimonick@globeuniversity.edu

Joan Nyamhondoro, Dean of Education  
Globe University-Madison West  
1345 Deming Way  
Middleton, Wisconsin 53562  
Phone: 608-830-6900  
Email: jnyamhondoro@globeuniversity.edu

Christine Storms, Dean of Education  
Globe University-Minneapolis Downtown  
80 South 8th Street, Suite 51  
Minneapolis, Minnesota 55402  
Phone: 612-455-3000  
Email: cstorms@globeuniversity.edu

Amber Reeves, Dean of Students  
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## GENERAL INFORMATION

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These individuals have been adequately trained and are responsible for investigating complaints of non-compliance. General procedures for the resolution of grievances can be found in the Grievance Policy section of this catalog. Grievances will be resolved promptly and equitably.

For further information on notice of non-discrimination, see the information below for the office that serves your area.

The OCR office for Minnesota and Wisconsin:  
Chicago Office  
Office for Civil Rights  
U.S. Department of Education  
Citigroup Center  
500 West Madison Street, Suite 1475  
Chicago, Illinois 60661-4544  
Phone: 312-730-1560; TDD: 877-521-2172  
Fax: 312-730-1576  
Email: OCR.Chicago@ed.gov

The OCR office for South Dakota:  
Kansas City Office  
Office for Civil Rights  
U.S. Department of Education  
8930 Ward Parkway, Suite 2037  
Kansas City, Missouri 64114-3302  
Phone: 816-268-0550; TDD: 877-521-2172  
Fax: 816-823-1404  
Email: OCR.KansasCity@ed.gov

The OCR National Headquarters:  
U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Building  
400 Maryland Avenue Southwest  
Washington, D.C. 20202-1100  
Phone: 800-421-3481; TDD: 877-521-2172  
Fax: 202-453-6012  
Email: OCR@ed.gov

## REFRESHER COURSES

Any graduate of Globe University/Minnesota School of Business may return and audit any previously completed course. A graduate who wishes to exercise this option should contact the dean of education/students at the campus. The graduate will be assigned to a class for auditing, tuition-free, on a space available basis. The student may attend the course for only the cost of books, fees, and/or supplies.

## RESOLUTION OF ALL DISPUTES

Except as otherwise provided in Wisconsin Statutes Section 38.50(10) (f), disputes and civil claims between students and any of the schools listed on the Enrollment Application, or between students and any officers, directors, shareholders, agents, or employees of said school(s), which are not resolved informally or through a school's internal dispute resolution procedures, shall be submitted to binding arbitration before a retired judge appointed by the Chief Judge of the State District Court located in the county in which the school is located. This Resolution of All Disputes section shall be governed by the Uniform Arbitration Act, Minnesota Statutes 572.08-30, and be conducted in accordance with the Rules of Commercial Arbitration of the American Arbitration Association. Except for claims for non-payment of tuition, this dispute resolution clause shall apply to all disputes and claims of any kind or nature whatsoever between a student and the school, regardless of when said claim arises or whether the student is still enrolled at the school.

## SCHEDULE CHANGES, WITHDRAWALS AND RE-ENTRIES

Permission for a change in the program of study or class schedule must be obtained from the dean of education/students. A student who wishes to withdraw from a program must notify the dean of education/students in advance of withdrawal. A student who wishes to re-enter a program must contact the academic services department for an appointment.

### Nursing Program Requirements

#### Retaking Courses/Re-entry to Program Policy

1. No RN course may be repeated more than once.
2. If any component of a Nursing course is not successfully completed, the entire course must be repeated and completed with a grade of C or greater on the next attempt. This includes lecture/theory, lab, and/or clinical components of a course, as applicable.
3. Students are not allowed to automatically repeat a Nursing course. Any student failing or withdrawing from a Nursing course must follow program policy.
4. Students who withdraw, fail, or receive a grade of D in one or more Nursing courses in one quarter will receive notification stating they are on probation and are required to schedule an appointment with the dean of nursing and faculty committee regarding the student's status and/or progression within the program.
5. Eligible students will not be allowed to re-register for a failed course or any other Nursing course until approval is given by the dean of nursing and faculty committee.

6. Students required to repeat a course due to a withdrawal or failing grade will be considered a re-entry student. Students may re-enter the program one time only. Re-entry will be based on course sequencing and space available.
7. Due to the sequential nature of the Nursing curriculum:
  - a. The student may not be able to re-enter and register for the failed Nursing course for one academic year or four quarters.
  - b. Based on pre-requisites, the student may not be able to re-enter and progress in other Nursing courses until the failed course is successfully repeated.
  - c. Graduation will be delayed, based on the course(s) required to be repeated.
  - d. Re-entry may be granted on a space available basis only for courses with a clinical component.
  - e. The student may not be able to progress in general education or RN designated courses if a grade of W (withdraw) or a letter grade of D or less is received in a general education course that is a pre-requisite.
8. The program reserves the right to deny approval for re-entry to the program based on re-entry program criteria and compliance with completion of re-entry conditions by the student.

### Conditions for Exit from the Nursing Program

Nursing program students are allowed one re-entry to the program. Students required to repeat a Nursing course due to a withdrawal or failing grade will be considered a re-entry student.

Students will be permanently exited from the Nursing program if they have failed or withdrawn from:

1. The same Nursing course more than once.
2. Two different RN courses over more than one quarter, including a course previously failed and repeated with a passing grade.
3. Re-entry may be approved or denied by the Nursing program. The Nursing program reserves the right to deny approval for re-entry to the program based on re-entry program criteria and compliance with completion of re-entry conditions by the student.

The Nursing program reserves the right to summarily exit a student at any time for unsafe or unethical performance or violation of the Code of Conduct.

## SEXUAL HARASSMENT/SEXUAL ASSAULT

Globe University/Minnesota School of Business regards sexual harassment and/or sexual assault of others by employees or students as unacceptable behavior, which is just cause for disciplinary action. It is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 as amended in 1972, the Minnesota Human Rights Law, and Title IX of the Education Amendments, and is punishable under both federal and state laws. A student who experiences sexual harassment and/or sexual assault is encouraged to inform the dean of education/students and, if appropriate, register a complaint. As sexual harassment/assault is a discriminatory act, please see the Non-Discrimination Policy section of this catalog for contact information at individual campuses.

## GENERAL INFORMATION

### BULLYING

Globe University/Minnesota School of Business regards bullying of others by employees or students as unacceptable behavior and is just cause for disciplinary action. A student who experiences bullying is encouraged to inform the dean of education/students and, if applicable, register a complaint.

### STUDENT COURSE LOAD POLICY

In order to complete a degree in the standard time frame (one and one-half to two years for an associate degree and three years for a bachelor's degree), a student must complete an average of 15 credits per quarter, based on attending four quarters a year. In order to complete a degree in the standard time frame for a masters program (one and a half years), and for a doctoral program (two years), a student must complete an average of 9 to 10 credits per quarter. That course load may include credits earned in the following ways: at the student's home campus, online, through attendance at a non-home campus or school for which a consortium agreement exists and through externship/internship hours.

Globe University/Minnesota School of Business provides a master class schedule that lists all course offerings at all campuses for the specified quarter. The course catalog will note programs that require students to travel to specific campuses for specialized courses or for courses that may have limited offerings. Students who choose not to follow the recommended course sequence for a program may need to take a required class at another campus, online, or through a blended delivery format.

### STUDENTS WITH DISABILITIES

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 guarantee students with disabling conditions equal access to educational opportunities. All students with physical or mental disabling conditions seeking academic adjustments and/or other modifications because of a disabling condition are eligible to receive academic adjustments in the educational environment and for participating in programs, services, and activities offered by Globe Education Network member schools. Academic adjustments and/or modifications include, but are not limited to, auxiliary aids, changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, adaptation of the manner in which specific courses are conducted, and/or modification of school policies and procedures. Globe University/Minnesota School of Business is not required to make adjustments and/or modifications that are essential to the instruction being pursued or would fundamentally alter the nature of the service, program or activity, those that represent a personal service, or those that would result in a violation of accreditation or regulatory requirements.

A student wishing to request reasonable accommodation must submit a Disclosure of Disabling Condition and Request for Academic Adjustment to the dean of education/students at the student's home campus, including acceptable documentation concerning the disability, so that reasonable accommodations can be made. Some important considerations follow:

1. Potential students requesting accommodations for the entrance assessment must complete the accommodations process prior to being granted such accommodation.
2. Accommodations are not granted on a retroactive basis. Academic work that has been submitted prior to a request cannot be resubmitted with the accommodations granted and will remain graded as originally submitted.
3. Applicants requesting accommodations must acknowledge that the school is afforded an appropriate amount of time to determine and secure reasonable accommodations. Accommodations that require the acquisition of equipment, software/hardware, or additional resources will require additional time to secure and will not be immediately available upon request.

It is the student's responsibility to self-disclose a disabling condition and to request reasonable accommodation as soon as the student determines a need or desire for such accommodation. For more information about required documentation or to request academic adjustments, please contact the dean of education/students at your home campus.

### TERMINATION BY THE INSTITUTION

The institution reserves the right to terminate the enrollment of any student who engages in the following:

- » Failure to maintain passing grades
- » Tardiness or absences in excess of school policy
- » Failure to pay a school financial account
- » Destruction of or damage to any property of the school (the student may also be held liable for repair or replacement of the damaged property)
- » Unlawful or improper conduct (including academic dishonesty)
- » Conduct contrary to the best interest of the school or that reflects discredit upon the school
- » Behavior disruptive of normal classroom conduct

### TRANSCRIPTS

A copy of each student's transcript is available upon request by the student. This service is subject to the Family Educational Rights and Privacy Act of 1974. The school reserves the right to withhold an official transcript if the student's financial account is in arrears.

There is a processing fee of \$5 for each official transcript. Graduates and active students are not charged for official transcripts.

Transcripts issued by Globe University/Minnesota School of Business will include the student's coursework completed at those institutions and any additional coursework completed at Broadview University, the Institute of Production and Recording, and/or Minnesota School of Cosmetology.

### U.S. DEPARTMENT OF EDUCATION PROGRAM DISCLOSURES

Information regarding program cost, graduate outcomes, and the occupations each program prepares students to enter can be accessed via links on the individual program web pages within the Globe University and Minnesota School of Business websites. The program web pages can be accessed by using the following links: Globe University programs – <http://www.globeuniversity.edu/degree-program.aspx>; Minnesota School of Business programs – <http://www.msbcollge.edu/degree-programs/>.

## ACADEMIC INFORMATION

### ADD/DROP PERIOD

The first five business days of each quarter (and the first business day of the second week of the quarter for individual classes that meet for the first time on Saturday of the first week of the quarter) are designated as the "add/drop period" for schedule changes involving individual courses. By the end of the five-day period, each individual's schedule will be in place for the remainder of the quarter. Individual courses dropped during this period will not appear on a student's transcript and no tuition will be charged. Students who attend classes within the add/drop period and completely withdraw from school during the first week will be charged for the portion of the courses attended and receive a grade of W. Courses that a student has attended and dropped after the add/drop period will appear on the student's transcript. Tuition and applicable fees for the course will be charged to the student's account.

### ATTENDANCE REQUIREMENTS

Students are expected to be present and on time for all residential class meetings. Globe University/Minnesota School of Business does not distinguish types of absence. Instead, attendance is monitored for all class sessions and is recorded as actual time attended. Any time missed from a scheduled class is considered time absent. The student is responsible for notifying the academic services department of any absences. The student is also responsible for communicating with his/her instructor when absent from part or all of a class to determine missed assignments, due dates, and his/her eligibility for submitting missed class work.

A student registered for an online course is expected to log into the course within the first 72 hours (three days) of the quarter and log in and participate in the course at least once per week throughout the quarter. Online courses require a high level of interaction and participation in the course environment. It is highly recommended that students registered in online courses log in to each course at least three times per week each week of the quarter.

Ten consecutive business days of absences from one or more courses will result in the administrative withdrawal from such course(s) and may lead to discontinuation of enrollment at GU/MSB. This may result in failure of the course(s) and may lead to discontinuation of enrollment at GU/MSB. A student not in attendance by the end of the add/drop period may be dropped from all courses and withdrawn from school.

Regular and punctual attendance is a very important part of training for employment. Undergraduate students who achieves perfect attendance in a given quarter will receive a 25% discount off of one merchandise item purchased the quarter following the student's achievement. Perfect attendance for residential courses is defined as being present for the full length of every class period for which the student is registered for the entire length of the quarter. Perfect attendance for online courses is defined as meeting the discussion board deadlines and expectations each week (Monday through Sunday), outlined in the Online Class Expectations of every online course. The perfect attendance savings will only be granted to students who are actively taking classes in the quarter immediately following the earning of the perfect attendance award. Students who take a quarter off will forego the perfect attendance savings.

### AUDIT POLICY

An audited course is one in which a student who is enrolled in a program and is actively taking classes is allowed to attend class and participate. The student is expected to fulfill the audit agreement as determined by the dean of education/students and is encouraged to participate fully in all aspects of the class. A student who wishes to audit a course must obtain permission from the dean of education/students and register for the course. A student may not change a course registration from credit to audit after the add/drop period. A student auditing a course will be responsible for the cost of books and/or supplies and fees associated with the course. Any graduate of GU/MSB may return and audit any previously completed course as a refresher (please see Refresher Courses in the General Information section of this catalog).

### CONDUCT

A student must establish and maintain a record of good standing throughout the student's program. Good standing includes satisfactory attendance and academic performance as well as courteous personal behavior. Any conduct that disrupts the learning environment may result in permanent dismissal. The institution reserves the right to dismiss a student when personal conduct, attendance, or academic progress is considered to be unsatisfactory. The student will only be readmitted to school with the approval of the campus director and dean of education/students. Globe University/Minnesota School of Business is committed to providing an open, diverse, and insightful learning environment in all of its residential and online courses. Communication in the online course environment should at all times be professional, courteous, and respectful of the diversity of the community.

### Academic Dishonesty

Academic dishonesty includes cheating on tests or assignments, turning in work completed by others, turning in the same work or portions of the same work for different courses without the prior approval of the instructors, providing false or misleading information to faculty or staff members, unauthorized collaboration on any academic work that is intended to be completed individually, or plagiarizing. All work submitted must be in the student's own words and must cite the source of the idea where applicable. Students who act dishonestly may receive a zero or receive a failing grade for the course. Repeated or serious violations may result in termination of educational privileges. If a student wishes to appeal disciplinary actions such as these, he or she must follow the grievance policy found in this catalog.

### Academic Freedom

Students are entitled to freedom in the classroom in discussing their subject, but should be careful not to introduce controversial matters that have no relation to the subject.

## GENERAL INFORMATION

### Explicit Internet Content

Computers are located in public areas and, as such, material viewed is not private. Users must be considerate of other individuals using the public space and refrain from displaying materials that might reasonably be considered objectionable by others. In addition, the viewing of pornographic material may be grounds for sexual harassment charges by other users. Any such grievances will be investigated and resolved per the Globe Education Network grievance policy in the Sexual Harassment/Sexual Assault section of this catalog. If use of the Internet becomes disruptive or objectionable, a librarian, staff, or faculty member may ask the offending user to leave and may result in permanent expulsion from school at any Globe Education Network member campus.

### COURSE NUMBERING

The following is a guideline for course numbers and sequencing:

100-149	Courses having no prerequisite and normally taken during the first quarter
150-199	Courses normally having prerequisites from the 100-149 level
200-249	Courses normally having prerequisites from the 150-199 level
250-299	Courses normally having prerequisites from the 200-249 level
300-499	Courses are upper-level and satisfy upper-level course requirements in bachelor's degree programs
300-399	Courses normally having prerequisites from the 100-299 level
400-499	Courses normally having prerequisites from the 100-399 level
500-699	Courses normally at the masters' program level
700 and above	Courses normally at the doctoral program level

Definitions of prerequisite, co-requisite, and concurrent:

- » Prerequisite: Course must have been taken in a prior quarter
- » Co-requisite: Course must be taken in the same quarter
- » Concurrent: Course may be taken in the same quarter

### DIPLOMA DEGREE

Upon successful completion of requirements for graduation, the school will award the appropriate diploma or degree.

### GRADE LEVELS

A student attending GU/MSB will advance beyond freshman-grade level upon successful completion of 36 credits of training. Each additional 36 credits of successful training will represent advancement to the next grade level.

An undergraduate student taking 12 or more credits is full-time. An undergraduate student taking 9 to 11 credits is three-quarter time. An undergraduate student taking 6 to 8 credits is half-time. A Master's student taking 6 or more credits is full-time; a Master's student taking less than 6 credits is part-time. A Doctoral student taking 5 or more credits is full-time; a Doctoral student taking less than 5 credits is part-time.

### GRADING

The purpose of training at GU/MSB is to prepare graduates for entry-level employment and success in their chosen careers. Grading is administered to correlate a student's progress in terms related to employee proficiency expected by business and industry. Grading is based on daily performance in class and laboratory and the student's level of achievement on tests, assignments, laboratory projects and final exams. Final grade reports will be available to students at the end of each quarter.

- A Excellent (4.0):** Indicates a superior grasp of material as demonstrated by excellent performance on assignments and examinations, a strong predictor of career success.
- AD Audit (0):** Indicates that the student audited this course and received no credit for the course.
- B Good (3.0):** Indicates a good level of proficiency, a strong indication of career success.
- C Satisfactory (2.0):** Indicates a satisfactory level of achievement to enable successful employment or completion of further coursework.
- D Unsatisfactory (1.0):** Indicates a marginal level of achievement.
- D\* Unsatisfactory (0):** Indicates unsatisfactory performance. A student earning a grade of a D\* in any Medical Assistant, Nursing or Veterinary Technology required course (see Program Specific Grading Requirements section) must repeat that course satisfactorily prior to graduation.
- F Fail (0):** Indicates unsatisfactory performance. A student earning a grade of F in any required course must repeat that course satisfactorily prior to graduation.
- F\* Fail:** Indicates that a student has failed this course and, in a subsequent quarter, has retaken the course and successfully completed the requirements.
- FL Fail:** Indicates unsatisfactory performance in a pass/fail course. The student must repeat that course with a grade of pass prior to graduation.
- FD Fail/Drop (0):** Indicates that a student has dropped a class after the 75 percent completion point of the scheduled sessions for the class and failed to complete the requirements to earn a passing grade. The student must repeat any course required for graduation with a passing grade.

- I Incomplete (0):** Indicates that a student has not completed all work required for the course because of some unusual event. Incomplete work must be made up. An I grade may be given only with the approval of the instructor and the dean of education/students. Incomplete work must be submitted no later than the second Friday after the end of the quarter the grade was issued. If the incomplete grade is not resolved by this deadline, it will be changed to an F and will be included in the cumulative grade point average.
- P Proficiency through Advanced Standing:** Indicates that the student has earned credits for this course by successfully demonstrating proficiency through advanced standing.
- PL Prior Learning:** Indicates that a student has received credit for this course by successfully documenting prior learning, received outside of the traditional classroom, equivalent to the academic content.
- PS Pass:** Indicates that the student has passed the course with a satisfactory level of achievement.
- TR Transfer Credits:** Indicates that the student has earned transfer credits for this course at another institution or from another program of study at GU/MSB.
- W Withdrawal (0):** Indicates that a student has withdrawn from the course prior to the Friday of week 8 of the term, or, in the event that Friday of week 8 is a scheduled holiday, Monday of week 9.
- WE Work Experience:** Indicates that a student has received credit for this course by successfully documenting professional work experience closely related to the defined coursework.
- WM Withdrawal for Military Duty:** Indicates that a student has withdrawn from the course prior to 75 percent of the scheduled class meeting sessions due to military commitments.

## PROGRAM SPECIFIC GRADE REQUIREMENTS

A grade of C or higher is required to pass courses in certain programs:

- » AAS Medical Assistant students must pass all core courses, NS140 Anatomy and Physiology I, and NS150 Anatomy and Physiology II with a grade of C or higher.
- » Medical Assistant Diploma students must pass all core courses with a grade of C or higher.
- » BS Nursing students must pass all core courses and all general education courses taken with a grade of C or higher.
- » Bachelor of Veterinary Technology Management and Associates of Veterinary Technology students must pass all VT courses and NS105 Biology with a grade of C or higher.
- » Refer to graduate program section for specific grade requirements for the masters' and doctoral programs.

## GRADUATION REQUIREMENTS

In order to graduate, a student must attain an overall 2.0 cumulative grade point average, attain minimum skill requirements in the selected program, if applicable, and successfully complete all required courses in the program. Pursuant to statute 460.06(2) of Wisconsin ACT 355, Globe University massage therapy students enrolled at Wisconsin campuses are not eligible to be considered a graduate until they have taken and passed the Wisconsin State Law exam. A candidate for graduation must be free of indebtedness to the school.

### Maximum Time Frame or Required Completion Rate Evaluation (as part of Satisfactory Academic Progress)

The maximum time frame/required completion rate allowed for a student to complete a program is one and one-half times the number of required credits for the program in which the student is enrolled. The maximum time frame is calculated for each student and is reduced or increased to reflect course exemptions, transfer credits, the need for developmental courses, or changes in programs. A student is evaluated according to credit hours attempted versus credit hours completed.

In no case can a student, either as a regular student or in an extended enrollment status, exceed one and one-half times the standard time frame as defined by the institution and receive the original academic credential for which he/she enrolled.

## NURSING PROGRAM REQUIREMENTS

### Program Progression and Graduation Requirements

#### Background Study

Minnesota law requires health care facilities, licensed by the Minnesota Department of Health, have a background study conducted by the state for individuals who provide direct contact services to patients and residents in their facilities and programs. These studies are required each year.

The Nursing program is required to provide documentation to all clinical partners that students, participating in a clinical course within their facility, are cleared to provide care without restrictions. An individual who is disqualified as a result of the study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in any clinical activities in a Minnesota licensed health care facility.

A student who refuses a background study, or is disqualified as a result of the study, and whose disqualification is not set aside by the Commissioner of Health, will not be able to enroll in, or complete, a course that has clinical experience as a component for successful completion. The student will be unable to successfully complete the requirements of the course(s) and the program and may be exited from the program.

## GENERAL INFORMATION

Students who are disqualified, or fail to participate in the background study process, will be counseled to 1) drop registration prior to the start of the quarter, or 2) withdraw from a course requiring clinical experience, before the date on the college calendar indicating the last day to drop or withdraw. If it is past this date, or a student chooses not to withdraw, the student will receive a grade of F for the course. If the student refuses to participate in the background study, the clinical facility will refuse to accept the student.

### HIPAA Requirement

Students are required to complete and sign a Nursing Program Confidentiality Form prior to their first clinical experience. Students should retain a copy. The original will be placed in the Nursing program student file.

Prior to beginning any clinical experience in the Nursing program, students must complete a Health Insurance Portability and Accountability Act (HIPAA) training according to policy/procedure at each clinical site.

### HONORS

In order to stress the importance of academic performance, the institution awards academic honor recognition quarterly to qualifying students. A student must achieve a quarterly grade point average of 3.5 or above to achieve the honors recognition, and a quarterly grade point average of 4.0 to achieve highest honors.

A student maintaining a cumulative grade point average of 3.5 or above will graduate with honors. A student maintaining a cumulative grade point average of 4.0 will graduate with highest honors.

The institution also recognizes perfect attendance.

### LEAVE OF ABSENCE POLICY

Globe University/Minnesota School of Business does not offer leaves of absence.

### MILITARY ABSENCE

As an alternative to withdrawal for military duty, a student in the military will be allowed to choose an extension on coursework and exams for the time that the student is absent. The student must notify the campus academic services department and provide documentation including military orders or a letter of activation from the student's military unit indicating the specific dates of service. A student on active duty who encounters an extended mission of a sensitive nature is eligible for military absence. In this situation, the student needs to send an email and/or letter from his or her unit stating the student will be unavailable for a timeframe, but not the nature of the mission. Finally, a military student who successfully completed a sufficient amount of course work before the military absence began may be issued a grade of incomplete or the grade that the student earned to that date.

In order to select the most appropriate option in light of a student's academic needs, the student must contact the academic services department at his or her home campus. Lack of notification may result in ineligibility to receive these provisions.

### PROGRAM/CURRICULUM REVISIONS

The school reserves the right to vary the sequence of courses and to revise curriculum content to upgrade program material. A student who drops from school for one or more quarters will be required to re-enter the program under catalog requirements current at the time of re-entry. Prerequisites for certain courses may be waived with the approval of the dean of education/students.

### RE-ENTRY

The definition of a re-entry student is any student who drops from school after the first week of his/her initial quarter. The student must be out of school for at least one quarter or until the next start date. A re-entry student will be treated as a continuing student for all academic and financial requirements. A student who drops from school for one or more quarters will be required to re-enter the program under current catalog requirements. A student may have only one reinstatement unless extenuating circumstances exist.

### UNIT OF CREDIT

A quarter credit earned is defined as the successful completion of a minimum of 10 hours of lecture, 20 hours of lab or 30 hours of internship.

### WITHDRAWAL FROM SCHOOL

A student who withdraws from school after the fifth business day of the initial quarter will have all attended courses recorded on the student's transcript and will be charged for the time attended.

### Military Withdrawals

A student called to active military duty, and as a result is unable to complete the current quarter, will receive a grade of WM, Withdrawal for Military Duty, for all currently registered courses upon the school's receipt of duty orders. A full tuition refund will be applied to the student's account for all courses for which the student is actively enrolled at the time of military activation. The student will be liable for any financial aid stipends received above the cost of tuition/fees/books for the quarter of enrollment.

### Withdrawals

When a student withdraws from an individual course after the fifth business day of the quarter, the course will be recorded on the student's transcript and the student will be charged for the course.

### Late Course Withdrawal

GU/MSB understands there are times when extenuating circumstances occur that require reconsideration of the course withdrawal policy. If a student encounters mitigating circumstances after the last day to withdraw from a course with a grade of W, the student is encouraged to submit a written appeal to the dean of education/students. An appeal committee will determine whether the deadline will be waived, allowing the application of a W grade or if the student will be held to the deadline. All decisions made by the committee are final.

## SATISFACTORY ACADEMIC PROGRESS

### GU/MSB SATISFACTORY ACADEMIC PROGRESS POLICY

Federal regulations require the academic services and financial aid departments to monitor the academic progress of all active students toward the completion of their program of study. This monitoring process is called Satisfactory Academic Progress (SAP). The complete academic record of a student's current program is considered regardless of whether financial aid was received. In addition, GU/MSB calculates Satisfactory Academic Progress for non-degree students in the area of cumulative grade point average and completion rate.

Academic progress is evaluated each quarter using three factors: grade point average, percentage of attempted credits completed and maximum number of credits allowed. Failure to maintain satisfactory academic progress may result in cancellation of eligibility to receive Federal Title IV funding, institution-based scholarships or other financial aid.

### SAP REQUIREMENTS

In order to be making satisfactory progress, a student must meet all of the following requirements:

1. Achieve the cumulative grade point average (CGPA) required at each evaluation point.
2. Maintain a 67 percent cumulative completion rate. Completion rate (CMTF%) is calculated as:

$$\frac{\text{all successfully completed credits}^*}{\text{all attempted credits}^*}$$

3. Complete all program requirements within the maximum time frame/maximum credits, which is 150 percent of the minimum number of credits required to graduate. For example, if a program requires 100 credits, the student may attempt a maximum of 150 credits. The school will expel a student at the point that it is determined that the student will not be able to complete the program within the 150% maximum timeframe.

\*Only credits of courses that may be applied to the student's current program of enrollment will be considered in the above equation.

### HOW COURSES ARE COUNTED

Successful completion of a course of study requires a grade of A, B, C, D or PS. Grades of D\*, F, FL, FD, I, and W do not constitute successful completion of a course. See below for detailed information about the effect of grades on Satisfactory Academic Progress.

Grades of A, B, C and D earned in Globe University/Minnesota School of Business courses

Courses with grades of A, B, C and D count as credits attempted and completed. These grades count toward the CGPA as follows: A = 4.0, B = 3.0, C = 2.0 and D=1.0.

Grades of D\* and F earned in Globe University/Minnesota School of Business courses

Courses with grades of D\* and F count as credits attempted, but not completed and count toward the CGPA as 0 points. If a course is repeated, only the most recent grade counts toward the CGPA. A course may only be attempted three times.

### Pass/Fail Courses

Courses with a grade of a PS count as credits attempted, completed, and do not count towards the CGPA. Courses with a grade of a FL count as credits attempted, but not completed and do not count toward the CGPA.

### Dropped Courses and Course Repeats

Individual courses dropped during the first five business days of the quarter, with the exception of courses a student is scheduled to begin on the first Saturday of the quarter, are deleted from the student's record and therefore do not count toward any SAP calculation. Individual courses that begin on the first Saturday of a quarter and are dropped on or before the first business day after the first Saturday of the courses are deleted from the student's record and therefore do not count toward any SAP calculation.

If a course is dropped after the fifth business day of the quarter, or in the case of courses beginning on the first Saturday of the quarter, on the first business day after the first Saturday of the course, but before the end of the seventy-five percent mark of a class, it counts as a withdrawal. Courses dropped after the ninth week will be issued a grade of FD. If a course is repeated, only the most recent grade counts toward the CGPA; however, both courses will count as attempts and will be considered in the completion rate calculation. Courses dropped due to military commitments will not be considered in the completion rate calculation.

### Incomplete Courses

Courses with grades of I and W are not complete and therefore count as credits attempted, but not earned. These grades are not factored into the CGPA, but are considered in calculating completion rate.

If a student has an incomplete course at the time of the SAP calculation, the credits are counted as attempted, but not completed. An incomplete is not counted toward the CGPA. Whenever a student's grade of incomplete is changed to a letter grade, SAP is recalculated for that student with the final grade being replaced in the SAP calculation.

### Course Repeats

If a course is repeated, only the most recent grade counts toward the CGPA. If a student drops an individual course during the add/drop period (first five business days of the quarter or as described for Saturday courses in the Dropped Courses and Course Repeats section), the course does not count as an attempt. If a student is still enrolled in the course when the add/drop period ends, the course will count as an attempt and will be considered in the completion rate, even if the student subsequently withdraws from the course. Students have three attempts at a course. Grades of W, D\* and/or F count as credits attempted.

GENERAL INFORMATION

**Transfer, Test-Out, Prior Learning, Audit and Work Experience Credit (Non-Punitive Grades)**

Transfer (TR) credits count towards credits attempted and credits completed, and are not factored into the CGPA. Transfer credits will count in the 150 percent time frame calculation. Advanced standing (P) credits, prior learning (PL) credits, audit (AD) credits and work experience (WE) credits do not count toward credits attempted and credits completed, and are not factored into the CGPA.

**Change in Program**

If a student changes programs, all courses that can be applied to the new program are used in all SAP calculations (CGPA, completion rate and maximum time frame), including courses with grades of D\*, W or F. Courses that are not in the new program are excluded from all SAP calculations. A determination of courses that may be included in the new program as electives will be made in consultation with the dean of education/students. A grade of D\* will be changed to a D for courses that will count towards a program outside of Nursing, Medical Assistant and Veterinary Technology. A grade of D will be changed to a D\* for courses that will count towards Nursing, Medical Assistant and Veterinary Assistant programs (see Grading and Program Specific Grading Requirements sections).

**Additional Degrees**

If a student earns a credential at GU/MSB and enrolls in another program for an additional credential, all courses that have been successfully completed and can be applied to the new program are used in all SAP calculations (CGPA, completion rate and maximum time frame/maximum credits). Courses that are not in the new program, including courses with grades of D\*, W or F, are excluded from all SAP calculations. A grade of D\* will be changed to a D for courses that will count towards a program outside of Nursing, Medical Assistant and Veterinary Technology. A grade of D will be changed to a D\* for courses that will count towards Nursing, Medical Assistant and Veterinary Assistant programs (see Grading and Program Specific Grading Requirements sections).

**Non-Credit/Remedial Courses**

A student not seeking an academic credential will be measured by SAP.

Foundations (remedial) courses may be required as part of the student's program based on the student's placement test score. The foundations courses will then be included in both the qualitative and quantitative calculations, with the overall program credit requirements increasing to reflect the foundations course(s).

**Evaluation Points and Standards**

A student in active status is evaluated at the end of each quarter. The following evaluation standards are based on maximum program length and credits attempted. The maximum program length is 150 percent of the total credits required for program completion. All applicable courses attempted are included in this evaluation measurement. Any time a student is unable to complete a program within the maximum time frame/maximum credits allowed, or to meet the minimum grade point average required to graduate, the student will lose financial aid eligibility and will be expelled from school.

Certificate Programs			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate  CMFT%	Result if Standard Not Met
1-7 credits attempted	1.00	50%	Warning
8-15 credits attempted	1.25	55%	Warning
16-23 credits attempted	1.50	60%	Warning
24 and above credits attempted	2.00	67%	Expulsion
Diploma and Programs Under 60 Credits			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate  CMFT%	Result if Standard Not Met
1-11 credits attempted	1.00	50%	Warning
12-22 credits attempted	1.25	55%	Warning
23-31 credits attempted	1.50	60%	Warning
32 and above credits attempted	2.00	67%	Expulsion
Diploma and Certificate Programs 60 Credits or Higher			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate  CMFT%	Result if Standard Not Met
1-11 credits attempted	1.00	50%	Warning
12-23 credits attempted	1.25	55%	Warning
24-35 credits attempted	1.50	60%	Warning
36 and above credits attempted	2.00	67%	Expulsion
Associate in Applied Science, Bachelor of Fine Arts and Bachelor of Science Degree Programs			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate  CMFT%	Result if Standard Not Met
1-18 credits attempted	1.00	50%	Warning
19-36 credits attempted	1.25	55%	Warning
37-71 credits attempted	1.50	60%	Warning
72-108 credits attempted	2.00	67%	Expulsion
109-144 credits attempted	2.00	67%	Expulsion
145 credits and above	2.00	67%	Expulsion

Individual program standards tables listing all evaluation points, expected minimum qualitative and quantitative standards, and the results if those standards are not met, are available in the academic services offices.

End of first academic year is defined as 36 credits. On subsequent evaluations, this standard will increase and must meet a minimum of 2.0 CGPA and 67 percent completion rate by the time the student reaches any of the following:

1. Credits equivalent to two academic years = 72
2. Credits equivalent to three academic years = 108
3. Credits equivalent to four academic years = 144
4. The maximum allowable credit attempts for the program
5. Sufficient credits completed to graduate

### Students Not Meeting SAP Requirements

Students in active status are monitored at the end of every quarter based on the evaluation standards above to help ensure successful progression from one evaluation point to the next. A student who is not meeting SAP requirements will be given an academic alert, placed on warning, expelled from financial aid or terminated from school, as follows:

#### Academic Alert

A student who is not at an evaluation point as shown on the chart and who fails to meet either a 2.0 CGPA or 67 percent completion rate during any quarter will be placed on Academic Alert at the end of that quarter. The student will receive written notification within ten business days of the end of the quarter when an academic alert is issued. The academic alert notice will also inform the student of resources available for assistance through the academic and student services departments. Additional support services will be discussed as necessary. During the quarter the student is placed on academic alert, he or she will be eligible to receive financial aid.

#### Warning

A student who does not meet the indicated standard(s) at a required evaluation point that prescribes Warning as a result will be placed on Academic Warning (see Evaluation Points and Standards chart). A student who has attempted 19 to 36 of his or her required credits will be placed on warning if not meeting SAP requirements (see Evaluation Points and Standards chart). A warning notice will be distributed within ten business days of the end of the quarter. The warning notice will also inform the student what GPA the student must achieve and the number of credits the student must successfully complete by the end of the warning quarter in order to meet the minimum requirements by the next evaluation point. The student will only be granted one quarter of warning status. The student will be expected to meet with the academic services department to ensure the student understands the application of satisfactory academic progress standards, and must sign a consultation form to verify that understanding. Additional support services will be discussed as necessary.

### Expulsion

A student who, at an evaluation point that requires Expulsion (see Evaluation Points and Standards chart), does not achieve the minimum requirements will be expelled from school and financial aid. The student will be notified in writing of the expulsion within ten business days of the end of the quarter. It is recommended that the student meet with the dean of education/students to ensure the student understands the application of satisfactory academic progress standards and sign a consultation form to verify that understanding. Additional support services will be discussed as necessary.

### Financial Aid Expulsion - Extended Enrollment Status

An expelled student may request to enter extended enrollment status to retake courses in order to meet SAP requirements. A student in extended enrollment status will be charged full tuition and fees and will not be eligible to receive financial aid.

If the student has not met the minimum requirements for the evaluation point at the end of the extended enrollment quarter, the student will remain in extended enrollment status, provided the student has earned a minimum quarter grade point average of at least 2.0 and a quarter completion rate of at least 67 percent.

A course taken while a student is in extended enrollment status will count as credits attempted in the completion rate calculation and the grade for the repeated course will replace the previous course grade in the CGPA calculation. The student will remain expelled from financial aid until meeting the minimum requirements specified for the next evaluation point.

In no case can a student exceed the maximum time frame/maximum credit limit (150 percent of program length) either as a regular student or in an extended enrollment status and receive the original credential for which enrolled.

### Reinstatement

A student who meets SAP requirements during the extended enrollment period will be reinstated as a regular student and will be eligible to receive financial aid.

### APPEALS AND MITIGATING CIRCUMSTANCES

A student who disagrees with the application of Satisfactory Academic Progress standards may appeal in writing to the dean of education/students. The appeal must be filed within two weeks after the student is placed on warning or financial aid expulsion. A campus committee will determine if the appeal is warranted.

Mitigating circumstances must consist of personal injury, poor health, family crisis or other unusual and significant occurrences outside the control of the student. Mitigating circumstances must be documented, and the student must demonstrate that such circumstances had an adverse impact on the student's satisfactory academic progress in the academic program. No waivers will be granted for graduation requirements.

## GENERAL INFORMATION

A student who is granted an appeal for mitigating circumstances will be placed on Probation and will sign a consultation form stating the academic plan that must be met in order to remain in school. The student will be eligible for financial aid as long as the conditions on the consultation form are met. Enrollment of a student who fails to meet those conditions will be expelled.

### PROGRAM TRANSFER

A student interested in transferring between programs may do so a maximum of two times, or at the discretion of the dean of education/students. A student must be meeting Satisfactory Academic Progress requirements to be eligible for a program transfer. Only courses that may be applied toward the new program will be transferred and counted in SAP calculations. A student transferring between programs must complete a status change form with the academic services department.

### GRADUATION REQUIREMENT

In order to graduate, a student must attain a 2.0 cumulative grade point average and complete all program requirements within 150 percent of the maximum time frame/maximum credits.

### PROGRAM SPECIFIC GRADUATION REQUIREMENTS

#### Business Administrative Assistant

All Business Administrative Assistant applicants must provide

documentation of the ability to type a minimum of 25 gross words per minute with 97% accuracy (24 net words per minute) for three minutes or equivalent course transfers.

#### Legal Administrative Assistant

All Legal Administrative Assistant students must provide documentation of the ability to type a minimum of 50 gross words per minute with 97% accuracy (49 net words per minute) for five minutes prior to being eligible to graduate.

#### Medical Assistant

All Medical Assistant applicants must provide documentation of the ability to type a minimum of 30 gross words per minute with 97% accuracy (29 net words per minute) for five minutes or equivalent course transfers.

#### Medical Administrative Assistant

All Medical Administrative Assistant students must provide documentation of the ability to type a minimum of 45 gross words per minute with 97% accuracy (44 net words per minute) for five minutes prior to being eligible to graduate.

#### Paralegal

All Paralegal students must provide documentation of the ability to type a minimum of 45 gross words per minute with 97% accuracy (44 net words per minute) for five minutes prior to being eligible to graduate.

## STUDENT SERVICES

### EMPLOYMENT ASSISTANCE

The institution offers employment assistance to its students and graduates; however, the school does not guarantee employment.

To ensure students are receiving the most from the available campus resources, we encourage all students to meet with Career Services staff early in their programs and maintain contact throughout their education. This will increase their chances for securing employment in their chosen career field.

Students are advised of employment opportunities and are offered suggestions on preparing professional quality materials associated with their job search. Students should feel free to consult the career services department for advice on networking and interviewing skills.

In addition, students participate in a career capstone course, which focuses on career exploration, job search tools and resources, and professionalism. Students develop career planning strategies in preparation for entering or advancing within their chosen career fields.

In order to continue to supply employers with qualified graduates and to maintain the effectiveness of our training, surveys of graduates and their first employers of record are sent out after graduation.

The career services department will release information specific to a student or graduate's career search when the student or graduation has granted consent to release information to potential employers. For more information about the release of records, review the Family Educational Rights and Privacy Act section of this catalog.

In addition, graduates and employers are encouraged, when appropriate, to serve on program-specific advisory boards that perform program evaluations and make recommendations for maintaining programs that meet industry requirements.

### TUTORING

Every effort will be made to find a tutor for a student who has shown adequate attendance in a course for which a tutor has been requested. Tutors are instructor-recommended students who provide assistance to classmates in one-on-one or group meetings. Students should know that there is no guarantee that tutors will always be available.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

### Amended 10/2001 to include the USA Patriot Act

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. The student, or in the case of the student being a minor, the parent, should submit to the registrar, academic services department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The institution will make arrangements for access and notify the student of the time and place where the records may be inspected.

## GENERAL INFORMATION

2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading. When asking the institution to amend a record that the student believes is inaccurate or misleading, the student should write the campus director, clearly identify the part of the record the student wants changed and specify why it is inaccurate or misleading. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student along with notification of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Exceptions to consent of disclosure include the following:
  - » Disclosure to officials with legitimate educational interests: A school official is a person employed by the institution in an administrative, supervisory, academic, research or support staff position; a person or company with whom the institution has contracted (such as an accrediting body, attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
  - » Disclosure, without the written consent or knowledge of the student or parent, of personally identifiable information from the student's education records to the Attorney General of the United States or to the Attorney General's designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of title 18, U.S. Code. The institution is not required to record the disclosure of such information in the student's file. Further, if the institution has provided this information in good faith in compliance with an ex parte order issued under the amendment, it is not liable to any person for the disclosure of information.
  - » Disclosure, without the written consent or knowledge of the student or parent, of information from a student's education records in order to comply with a lawfully issued subpoena or court order in the following three contexts:
    - Grand Jury Subpoena: The institution may disclose education records to the entity or persons designated in a federal grand jury subpoena. In addition, the court may order the institution not to disclose to anyone the existence or context of the subpoena or the institution's response.
    - Law Enforcement Subpoena: The institution may disclose education records to the entity or persons designated in any other subpoena issued for a law enforcement purpose. As with federal grand jury subpoenas, the issuing court or agency may, for good cause shown, order the institution not to disclose to anyone the existence or contents of the subpoena or the institution's response. Notification requirements and recordation requirements do not apply.
    - All Other Subpoenas: The institution may disclose information pursuant to any other court order or lawfully issued subpoena only if the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or student may seek protective action. The institution will record all requests for information from a standard court order or subpoena.
  - » Disclosure, without the written consent or knowledge of the student or parent, of information in education records to "appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals." Imminent danger to student or others must be present.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue Southwest, Washington, D.C. 20202-4605.

## DIRECTORY INFORMATION

Directory information is that information which may be unconditionally released without the consent of the student unless the student has specifically requested that the information not be released. The institution requires that such requests be made in writing to the campus director within 15 days after the student starts classes.

The following items are maintained in all student files:

- » Information to support evidence of admissions requirements, including entrance or placement examination test scores; attestation statement; evidence of having received information on hepatitis A, B and C; evidence of payment of the application fee; signed enrollment agreement and arbitration agreement; and evidence of a personal interview with admissions.
- » Any test-outs, transcripts and/or supporting documents to support the application of transfer credits, prior learning assessment and/or advanced standing credit.
- » Any status change forms to support a change from the original enrollment agreement and/or to indicate date and reason of completion or termination of active student status.
- » Registration forms where applicable.
- » Other information pertinent to the student's education, contact information and permanent student file.
- » Student financial aid documents including ISIR, FAFSA, school application and promissory notes.
- » All verification documentation (taxes, worksheets, earnings records, etc.), professional judgment materials, student authorizations, scholarship applications, entrance and exit documents and/or materials to support fund source payments.
- » Record of any student grievance and subsequent resolution

## GENERAL INFORMATION

After a period of six years from the student's last date of attendance, the file may be purged. The following information will be electronically maintained for a minimum of 50 years:

- » Student transcript (showing dates of attendance and all grades received)
- » Student ledger card (showing all charges and payments made by or on behalf of the student)

Directory information includes the student's name, date of birth, address and email address; course of study; extracurricular activities; degrees and awards received; last school attended; dean's list or equivalent; attendance status (full-time or half-time); and dates of attendance (the period of time a student attends or attended the college not to include specific daily records of attendance).

A student may restrict the release of directory information except to school officials with legitimate educational interests and others as outlined above. To do so, the student must make the request in writing to "Registrar" at the student's home campus:

Globe University -Appleton,  
5045 West Grande Market Drive,  
Grand Chute, WI 54913

Globe University -Eau Claire,  
4955 Bullis Farm Road,  
Eau Claire, WI 54701

Globe University -Green Bay,  
2620 Development Drive,  
Bellevue, WI 54311

Globe University -La Crosse,  
2651 Midwest Drive,  
Onalaska, WI 54650

Globe University -Madison East,  
4901 Eastpark Boulevard,  
Madison, WI 53718

Globe University -Madison West,  
1345 Deming Way,  
Middleton, WI 53562

Globe University -Minneapolis Downtown,  
80 South 8th Street, Suite 51,  
Minneapolis, MN 55402

Globe University -Moorhead,  
2777 34th Street South,  
Moorhead, MN 56560

Globe University -Online Division,  
1401 West 76th Street, Suite 300,  
Richfield, MN 55423

Globe University -Sioux Falls,  
5101 South Broadband Lane,  
Sioux Falls, SD 57108

Globe University -Wausau,  
1480 County Road Xx,  
Rothschild, WI 54474

Globe University -Woodbury,  
8089 Globe Drive,  
Woodbury, MN 55125

Minnesota School of Business -Blaine,  
3680 Pheasant Ridge Drive Northeast,  
Blaine, MN 55449

Minnesota School of Business -Brooklyn Center,  
5910 Shingle Creek Parkway,  
Brooklyn Center, MN 55430

Minnesota School of Business -Elk River,  
11500 193rd Avenue Northwest,  
Elk River, MN 55330

Minnesota School of Business -Lakeville,  
17685 Juniper Path,  
Lakeville, MN 55044

Minnesota School of Business -Online Division,  
1401 West 76th Street, Suite 300,  
Richfield, MN 55423

Minnesota School of Business -Plymouth,  
1455 County Road 101 North,  
Plymouth, MN 55447

Minnesota School of Business -Richfield,  
1401 West 76th Street,  
Richfield, MN 55423

Minnesota School of Business -Rochester,  
2521 Pennington Drive Northwest,  
Rochester, MN 55901

Minnesota School of Business -St. Cloud,  
1201 2nd Street South,  
Waite Park, MN 56387

Once filed, this becomes a permanent part of the student's record until the student, in writing, instructs the institution to remove the request.

## GRADUATE DEGREE PROGRAM INFORMATION

### DOCTOR OF BUSINESS ADMINISTRATION DEGREE PROGRAM ENTRANCE REQUIREMENTS

A Doctor of Business Administration (DBA) program applicant must provide the following documentation prior to acceptance into the program:

1. An official master's degree transcript that demonstrates the following:
  - » Successful completion of a Master of Business Administration (MBA) degree that is a minimum of 54 quarter-hour credits or semester-credit equivalent and have earned a cumulative grade point average of a 3.0 or above;
  - » OR the student is able to complete any outstanding required master's level courses to fulfill the 54 quarter-hour or semester equivalent Master's in Business Administration (MBA) within less than four quarters with a cumulative grade point average of 3.0 or above.
  - » Earned within the past 10 years from an institution accredited by an agency recognized by the U.S. Department of Education.
2. A current professional resume that identifies a minimum of five years equivalent of professional experience in a business leadership or management position within the applicant's career field.
3. Two professional letters of recommendation that discuss the applicant's business leadership or management experience in his/her career field or relevant academic achievements.
4. A completed Goals and Objectives Questionnaire – Doctoral Level.
5. A typed narrative, or combined narrative and visual, (two-page maximum) Action Plan that clearly demonstrates the applicant's organizational strategy and anticipated timeline/schedule for completing their DBA degree.
6. Validation of English proficiency for non U.S. citizens is required for acceptance to the program, and will be based on a minimum of one of the following documents:
  - a. Attestation of completion of an MBA degree in English, including master-level project/thesis, by the institution granting the degree.
  - b. Attestation of English as the first (or dual) language in the applicant's home country by government officials or qualified, non U.S. academic colleagues from the applicant's home country, who have established collaborative relationships with Globe University.
  - c. Attestation of English proficiency based on level of English competency required for the applicant's profession / business experiences for at least five years by a direct supervisor/manager or human resource manager.
  - d. Official test scores from TOEFL or ELTS that meet institutional requirements as stated in the catalog.

Upon receipt of the documents listed above, the program administrator (or qualified academic department designee) will interview the applicant to determine their acceptance into the program. The interviewer will complete a Candidate Assessment Form as an objective measure to help determine the applicant's acceptance to the program, based on the admissions documents submitted by the applicant and the interview.

After the interview, one of the following actions will take place:

- » The interviewer will recommend acceptance, a final determination will be made, and the registration process will be completed.
- » The applicant will be encouraged to earn a specific master's degree, or to gain professional experience before reapplying for admission to the program.
- » An international applicant's acceptance to the program, who is a non-English speaking applicant, may be required to provide an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer), or 79 (Internet); or a comparable International English Language Testing System (ELTS) score for the IELTS – Academic version.

No conditional acceptances are granted for the doctorate program; after completing any recommendations the applicant may re-apply to the program.

### DOCTOR OF BUSINESS ADMINISTRATION DEGREE PROGRAM TRANSFER OF CREDIT POLICIES

Of the required 135 graduate credits, 81 quarter-hour graduate credits must be taken at the doctoral level, and a minimum of 54 quarter-hour graduate credits (36 semester-hour equivalents) must be fulfilled by a Master of Business Administration (MBA) degree. At the time of admission to the DBA program, a maximum of 54 quarter-hour credits (36 semester-hour equivalents) may be transferred as fulfillment of the MBA requirement for the DBA program. The MBA degree transfer credits will be considered only if the graduate credits were earned at an institution accredited by an agency recognized by the U.S.

Department of Education, and must be in accordance with DBA admission requirements and institutional transfer of credit policies as published in our catalog/catalog addendum. Transfer credits or any other prior learning experiences will not be considered for fulfillment of the 81 quarter-hour credits required at the doctoral-level, which are designated at 700 or above in the catalog/catalog addendum.

### DOCTOR OF BUSINESS ADMINISTRATION (DBA) DEGREE PROGRAM STRUCTURE

The dynamic, advanced-practitioner driven DBA program allows business and management professionals to compound the value of their time and financial investment in master's degree programs with the opportunity to further develop their academic expertise and workplace experience concurrently. At this most advanced level, master's students will be able to pursue a terminal, professional degree with a seamless transition of graduate curriculum. Graduates will be prepared for advanced or executive management positions within their current profession while gaining the qualifications needed to pursue business and management instructor opportunities at a range of post-secondary education and advanced management training institutions.

## GENERAL INFORMATION

The structure of the 135 quarter-hour credit graduate program is comprised of two steps: 54 master's level (MBA) credits and 81 doctoral level credits.

### Step One

The 54 master's level MBA credits provide:

1. A broad examination of the four tenets of contemporary business management:
  - » Fiscal/financial stability
  - » Human resources and talent management
  - » Adherence to ethical and regulatory standards
  - » Evidence-based decision making
2. An introduction to business research and its applications.
3. A seamless transition to the next level of graduate studies.

### Step Two

The 81 doctoral level credits provide:

1. A practitioner-driven approach to research in which each student begins this segment by investigating participatory and applied research methods and establishes their research question(s) and strategies for their final project.
2. An in-depth examination of contemporary business management topics in which each student works through a range of case studies and simulations applicable to their capstone project.
3. A seamless transition to the development of an original evidence-based business management solution as each student addresses their research questions.
4. An introduction to future implications, practical applications, and presentations of the student's research.

All students are required to meet with a graduate advisor to review their acceptance to the program prior to their first quarter of enrollment in the DBA program. The advisor, who is a graduate faculty, will continue to meet with the student at least every other quarter if the student is required to complete any master's (500–600 level) courses to fulfill the 54 quarter-hour credits or semester-hour equivalents requirement. The advisor will meet with the student quarterly when they begin the doctoral (700–800 level) sequence, and monthly when the student is enrolled in RS750–RS850. As stated in the catalog, graduate courses are not offered in an independent study format.

Six of the thirteen 700–850 level courses have intensive practicum components under the direction of the course instructor in collaboration with the student's workplace mentor. The course instructor, in collaboration with the student and their mentor, will develop the specific practicum activities by following the course objectives and evaluation methods according to the specific course syllabus. A workplace/professional mentor, in collaboration with the course instructors, is required for all 700–800 level courses with a practicum component. Students are required to have an approved workplace/professional mentor no later than week 10 of RS750.

Students will complete and defend their research in the practicum components of RS800: Participatory or Applied Research: Final Project; and RS850: Final Research Project: Future Implications, which they take in the last two quarters of the program's sequence.

Faculty is assigned to direct all components of each course including academic advising, group activities, peer reviews, and discussions for each course. Students are responsible for all practicum component objectives, as stated on the course syllabus and practicum agreement(s), by successfully completing all assignments. Successful completion and the defense of the final research project are required for graduation.

The course faculty is responsible for monitoring student progress, assessing all course assignments/activities, and assigning the course grade. The faculty, in collaboration with the graduate studies administrator and committee members, will assess and determine successful completion and defense of the student's final research project.

## DOCTORAL STUDENT INTELLECTUAL PROPERTY (IP) POLICY

Innovative applied business research projects are an integral component of Globe University's Doctor of Business Administration (DBA) degree program, which may lead to the creation of IP. Doctoral students may choose to protect the IP of their applied business research project; therefore, GU does not require its doctoral students to protect and share any anticipated financial benefits of IP if they do not intend to exercise this option.

A primary objective of discussing IP with each GU doctoral student is to consider any potential IP issues well in advance of the student's completion of their final applied business research project, which is the cumulating effort of their DBA degree. The purpose of this policy is to protect the interest of doctoral students and GU if a student chooses to pursue commercial opportunities based on the IP of their applied business research project.

The following processes are followed with all GU doctoral students:

1. Introduction to the purpose of, and GU processes for, a doctoral student obtaining IP rights for their applied business research project within the student's first quarter of study and throughout the DBA applied research curriculum.
2. Acknowledgment of GU processes as guidelines for doctoral students and not legal processes; students wishing to obtain exclusive IP rights for their projects must pursue independent legal counsel.
3. Acknowledgment of the collaborative processes of applied business research among the student, academic advisor, workplace mentor, faculty members, and GU, directly related to the student's final project.
4. Intent to protect the respective interests of the parties listed in Item 3, including the legal right to establish IP that may be mutually beneficial for the commercial pursuit of IP which may directly result from a doctoral student's applied business research project.

5. Doctoral students' acknowledgment of their understanding of GU IP policies will be signed within the first quarter of the student's enrolment in the DBA, and reviewed during each applied research course throughout the program.
  - a. Each time the acknowledgment is reviewed, the student will sign/initial the review.
  - b. The form will be retained in the student's file, and the student may request to review the form at any time with academic department personnel.

### **DOCTOR OF BUSINESS ADMINISTRATION (DBA) DEGREE PROGRAM STATUTE OF LIMITATIONS**

Graduation from DBA program requires all students to have successfully completed a minimum of 135 quarter-hour graduate credits. A doctoral degree student is required to complete all 81 quarter-hour doctorate credits within four years from the time they have completed any required, outstanding 54 quarter-hour credits or semester-hour equivalents at the master's level. All required outstanding credits at the master's level must be completed one year from the time of enrollment to the doctoral program. The total maximum time frame in chronological terms is five years.

### **MASTER OF BUSINESS ADMINISTRATION (MBA) DEGREE PROGRAM ENTRANCE REQUIREMENTS**

An MBA program applicant must provide the following documentation prior to acceptance into the program:

1. An official undergraduate/graduate transcript, which demonstrates completion of a baccalaureate degree; a documented international transcript may be considered equivalent based on evaluation by, and approval of, academic services department personnel.
2. A current professional résumé.
3. A completed Goals and Objectives Questionnaire.
4. Two professional letters of recommendation.
5. An international applicant must provide an attestation of English proficiency completed as part of the student's undergraduate degree documentation.

Upon receipt of the documents listed above, the program administrator (or designee) will conduct an interview to determine the applicant's acceptance into the program. The program administrator (or designee) will complete a Student Evaluation Form as an objective assessment to determine whether the applicant will be accepted into the MBA program. The MBA applicant must receive at least the minimum score on the Student Evaluation Form. A copy of this form is available from the admissions department staff.

After the interview, one of the following actions will take place:

- » The interviewer will recommend acceptance and the registration process will be completed.
- » The applicant will be encouraged to take the GMAT exam to improve the applicant's eligibility for acceptance into the program.

- » As a condition of an international applicant's acceptance into the program, the student may be required to provide an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer) or 79 (Internet); or a comparable International English Language Testing System (IELTS) score on the IELTS – Academic version.

Based on individual circumstances, the program administrator may grant conditional acceptance to the MBA program. Any student admitted conditionally will need to meet all conditions prior to the last day of the student's first quarter in the program. If the student does not meet the conditions prior to the last day of the first quarter, the student will be withdrawn from the program. Candidates seeking entrance into our master's programs may not apply more than once per quarter.

### **MASTER OF SCIENCE (MS) IN HEALTH FITNESS MANAGEMENT DEGREE PROGRAM ENTRANCE REQUIREMENTS**

An MS in Health Fitness Management program applicant must provide the following documentation prior to acceptance into the program:

1. An official undergraduate/graduate transcript, which demonstrates completion of a baccalaureate degree in a related health fitness or health/wellness discipline\* from an institution that is accredited by an agency recognized by the U.S. Department of Education; documented international transcripts may be considered equivalent based on evaluation by, and approval of, academic services department personnel.
2. Employer attestation of the applicant's current position or documentation of work as an intern in a health fitness or health/wellness profession.
3. A current professional résumé, which identifies a minimum of one year of practitioner experience or successful completion of one internship course in a health fitness or health/wellness position or program.
4. Two professional letters of recommendation, one of which verifies a minimum of one year of professional experience as a health fitness or health/wellness practitioner.
5. A completed Goals and Objectives Questionnaire.
6. An international applicant must provide an attestation of English proficiency completed as part of the student's undergraduate degree documentation.

\*If an applicant's baccalaureate degree is in an unrelated health fitness or health/wellness discipline, the applicant must have completed a minimum of one undergraduate course in each of the following subjects: anatomy and physiology, biomechanics, and general nutrition.

Upon receipt of the documents listed above, the program administrator (or designee) will conduct an interview to determine the applicant's acceptance into the program. The program administrator (or designee) will complete a Student Evaluation Form as an objective assessment to determine whether the applicant will be accepted into the MS in Health Fitness Management program. The MS in Health Fitness Management applicant must receive at least the minimum score on the Student Evaluation Form. A copy of this form is available from the admissions department staff.

GENERAL INFORMATION

After the interview, one of the following actions will take place:

- » The interviewer will recommend acceptance and the registration process will be completed.
- » The applicant will be encouraged to take specific undergraduate coursework or to gain professional experience before reapplying for admission into the program.
- » As a condition of an international applicant's acceptance into the program, the student may be required to provide an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer) or 79 (Internet); or a comparable International English Language Testing System (IELTS) score on the IELTS – Academic version.

Based on individual circumstances, the program administrator may grant conditional acceptance to the MS in Health Fitness Management program. Any student admitted conditionally will need to meet all conditions prior to the last day of the student's first quarter in the program. If the student does not meet the conditions prior to the last day of the first quarter, the student will be withdrawn from the program. Candidates seeking entrance into our master's programs may not apply more than once per quarter.

**MASTER OF SCIENCE (MS) IN MANAGEMENT DEGREE PROGRAM ENTRANCE REQUIREMENTS**

An MS in Management program applicant must provide the following documentation prior to acceptance into the program:

1. An official undergraduate/graduate transcript, which demonstrates completion of a baccalaureate degree as required for the selected emphasis; a documented international transcript may be considered equivalent based on evaluation by, and approval of, academic services department personnel.

MS in Management Emphasis	Required baccalaureate degree and major
Criminal Justice	Bachelor of Science degree in Criminal Justice/ Legal Studies/Political Science or relevant technical/professional justice, corrections or law discipline.
Health Care Management (HCM)	Bachelor of Science degree in Health Care Administration/Management, Nursing or relevant technical/professional health care discipline
Information Technology (IT)	Bachelor of Science degree in Information Technology, Computer Science, IT Engineering, or relevant technical/professional IT discipline
Managerial Leadership (ML)	Bachelor of Science degree in Business Administration, Management or relevant business/management discipline
Bachelor of Arts or other baccalaureate degrees in relevant disciplines may be considered equivalent based on evaluation by, and approval of, academic services department personnel	

3. A current professional résumé.
4. Two professional letters of recommendation which discuss the professional experiences or academic strengths of the applicant in his/her selected area of emphasis.

5. A completed Goals and Objectives Questionnaire.
6. An international applicant must provide an attestation of English proficiency completed as part of the student's undergraduate degree documentation.

Upon receipt of the documents listed above, the program administrator (or designee) will conduct an interview to determine the applicant's acceptance into the program. The program administrator (or designee) will complete a Student Evaluation Form as an objective assessment to determine whether the applicant will be accepted into the MS in Management program. The MS in Management applicant must receive at least the minimum score on the Student Evaluation Form. A copy of this form is available from the admissions department staff.

After the interview, one of the following actions will take place:

- » The interviewer will recommend acceptance and the registration process will be completed.
- » The applicant will be encouraged to take specific undergraduate coursework or to gain professional experience before reapplying for admission into the program.
- » As a condition of an international applicant's acceptance into the program, the student may be required to provide an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer) or 79 (Internet); or a comparable International English Language Testing System (IELTS) score on the IELTS – Academic version.

Based on individual circumstances, the program administrator may grant conditional acceptance to the MS in Management program. Any student admitted conditionally will need to meet all conditions prior to the last day of the student's first quarter in the program. If the student does not meet the conditions prior to the last day of the first quarter, the student will be withdrawn from the program. Candidates seeking entrance into our master's programs may not apply more than once per quarter.

**MASTER'S DEGREE PROGRAMS TRANSFER OF CREDIT AND WORK EXPERIENCE POLICY**

A minimum of 50 percent of total masters' credits must be completed at GU/MSB; remaining credits may be earned through a combination of transfer credits from an approved institution or professional work experience as defined in the Transfer of Credit and Professional Work Experience sections of this catalog only. MAT Certification will be accepted towards Muscle Activation Techniques courses. Transfer credits/professional work experience equivalency credit may not be submitted for RS600 or RS651; these courses must be taken as part of the GU/MSB student's program of study. Students must submit their request and supporting rationale for work experience (WE) credit to a school official within their first quarter of enrollment in the program. Within two weeks of their submission, a meeting will be scheduled with the program administration to determine the validity of the request, approval for submission, and a deadline for submitting each request. No requests will be considered that have not been qualified within the first quarter. The determination of whether the work experience packet fulfills the course requirements and grants credit equivalency will be made when the complete packet is submitted within the deadline by the academic services department/program administrator. All

determinations are final; no resubmissions will be accepted.

Students who choose to pursue a second master's degree from GU/MSB or Broadview University, a Globe Education Network consortium member, must complete RS657 Business Plan/Project: Secondary Implications. In this course, students are required to create a plan/project that is an extended investigation, application, or future implication of the plan/project they created in RS651. Possible explorations may include, but are not limited to, a summative analysis of their entrepreneurial venture, an investigation of a specific management approach introduced within their RS651 plan/project, a persuasive plan for gaining additional financial support for their business venture or department, a marketing plan for the introduction of a new product line or target market, and other appropriate proposals. Based on individual circumstances, the program administrator will consider petitions for developing a further investigation of a topic that is unrelated to the student's RS651 plan/project.

### GRADUATE DEGREE PROGRAMS RESIDENTIAL STUDENT ENROLLMENT POLICIES

All students who enroll in an exclusively residential (on campus) graduate program are required to attend three consecutive quarters and be in satisfactory academic standing before they are eligible to request a quarter off. A request for a quarter off must be submitted to the campus dean of education and approved by the campus director. Eligible F-1 Visa students may request only one quarter off per year. These policies must be followed to ensure continuous enrollment in the graduate program, and the assurance that the program courses required for a timely completion of the degree will be available residentially (on campus). These policies do not apply to students who are enrolled in exclusively online graduate programs or who are eligible to take online courses to fulfill up to 50 percent of the program curriculum.

### GRADUATE DEGREE PROGRAMS SATISFACTORY ACADEMIC PROGRESS POLICY

#### GU/MSB Graduate Students

Federal regulations require GU/MSB to monitor the academic progress of all students towards the completion of their programs. Students' complete academic records are considered, regardless of whether financial aid was received each quarter. This monitoring process is called Satisfactory Academic Progress (SAP).

Academic progress is evaluated each quarter of enrollment using three factors: grade point average, percentage of attempted credit hours completed, and maximum credits of eligibility in which to complete a program. A student's failure to maintain SAP will result in cancellation of the student's eligibility to receive funds from Federal Title IV, institution-based scholarships or other financial aid.

### SAP Requirements

1. Achieve the Cumulative Grade Point Average (CGPA) required at each evaluation point.
2. Cumulative Maximum Time Frame Completion Rate (CMTF%): Complete and pass the minimum percentage of cumulative credit hours attempted that is required at each evaluation point. CMTF% is calculated as follows:

$$\frac{\text{all successfully completed credits}^*}{\text{all attempted credits}^*}$$

3. \*Credit of applicable courses to current program of enrollment will be considered in the above equation.
4. Complete all degree requirements within 150 percent of the minimum number of credits required to graduate. A student who has attempted 150 percent of the minimum credits required to graduate is no longer eligible for financial aid or eligible to receive the original academic credential for which the student enrolled.
5. A master's degree student is required to complete all 500-level courses within five years of the start date of the student's first program course. An additional two years are available for the student to complete the required 600-level courses. The total maximum time frame in chronological terms is seven years.
6. A doctoral degree student is required to complete all 81 quarter-hour doctorate credits within four years from the time they have completed any required, outstanding 54 quarter-hour credits or semester-hour equivalents at the master's level. All required outstanding credits at the master's level must be completed one year from the time of enrollment to the doctoral program. The total maximum time frame in chronological terms is five years.\*

### Definitions

Successful completion of a course requires a grade of A, B, or C. A grade of D, F, I, or W does not constitute successful completion of a course. In the case of a class taken more than once, the last grade received will count towards the CGPA and the credits for both attempts will be counted toward credits completed for the completion rate. See below for more detailed information of the effect of grades on SAP.

### Course Withdrawals

Credits for all courses from which the student has withdrawn after the drop deadline will be counted in the cumulative credits attempted. All dropped courses receiving a grade of W will be counted in credits attempted, but not earned.

### Incomplete Courses

Credits for all incomplete courses will be counted as credits attempted, but not earned in the quarter of enrollment. Incomplete grades must be completed by the last day of late registration of the subsequent quarter (unless special approval is received from the dean of education/students). An incomplete grade not completed by the deadline will be changed to an F and will be included in the cumulative grade point average. The final grade awarded for the course will be included in the calculation of the cumulative grade point average.

## GENERAL INFORMATION

### Course Repeats

Credits for all repeated courses will be included in credits attempted for the purpose of determining the satisfactory progress evaluation checkpoint. A student may only repeat an unsuccessful (failed or dropped) course two times, for a maximum of three attempts per course allowed. The last grade received will replace any previous course grade in the calculation of the cumulative grade point average.

### Non-Punitive Grades

Transfer credit (TR) from other institutions will count towards credits attempted and credits earned. Advanced standing (P), prior learning (PL), audit (AD) and work experience (WE) credits do not impact SAP in either CGPA or credits attempted or earned. The total number of credits awarded will be subtracted from the total program credits in calculating 1.5 times the program length.

### Non-Credit/Remedial Courses

A student in a non-degree seeking status will not be measured by this policy; however, once the student enrolls as a degree-seeking student and starts the first course toward the degree, the maximum program length of five years will begin.

### Evaluation Points and Standards

Students are evaluated quarterly. Through the initial 49 percent of the program, a student must achieve a minimum cumulative grade point average of 2.8 and minimum cumulative maximum time frame of 60 percent or be placed on warning. When a student meets the 50 percent mark of attempted credits for program completion, the student must achieve a cumulative grade point average of 3.0 and cumulative maximum time frame of 67 percent or be expelled.

Formal Evaluation Point	Required Minimum CGPA	Required Minimum CMTF%	Result if Standard Not Met
Quarterly evaluations through 49% of program completion*	2.8	60%	Warning*
50%	3.0	67%	Expulsion

\*Please see paragraph titled "Warning" for further information on conditions required for warning.

### Academic Alert

Prior to 50 percent of program completion, a student will be placed on Academic Alert at the end of any quarter in which the student fails to meet either a 3.0 CGPA or 67 CMTF%.

The student will receive written notification within ten business days of the end of the quarter that the student has been placed on academic alert. The academic alert notice will also inform the student what GPA must be achieved and the number of credits that must be successfully completed in order to meet the minimum CGPA and CMTF% required at the next evaluation point. During the quarter the student is placed on academic alert, the student will be able to receive financial aid.

### Warning

A student not achieving the required minimum CGPA (2.8) or CMTF% (60 percent) at a quarterly evaluation point up to 50 percent of program completion will be placed on Academic Warning. A student on warning is eligible for financial aid.

Warning notices will be distributed within ten business days of the end of the quarter. The warning notice will inform a student what GPA must be achieved and the number of credits that must be successfully completed by the end of the warning quarter in order to meet the minimum CGPA and CMTF% required at the next evaluation point. The student will be expected to meet with academic personnel to ensure the student understands the application of satisfactory academic progress standards. Additional support services will be discussed as necessary.

At the end of the warning quarter, if the student meets the minimum standards required by the next approaching evaluation point, the student will be making Satisfactory Academic Progress. If the student does not meet the standards required by the next evaluation point, the student will be expelled. The student will only be allowed one quarter on warning status.

### Expulsion

A student will be expelled from school and financial aid if the student does not achieve the minimum CGPA or CMTF% at an evaluation point that requires expulsion (see Evaluation Points and Standards chart). Expulsion will also occur at the end of the second consecutive warning quarter if the student fails to meet the minimum CGPA or CMTF% required by the next evaluation point. Expulsion notices will be distributed within ten business days of the end of the quarter.

### Financial Aid Expulsion - Extended Enrollment Status

An expelled student may enroll in an extended enrollment status for one quarter to retake courses or to practice skills at which the student was previously unsuccessful. A student in extended enrollment status will be charged the appropriate tuition and fees. The student will remain expelled from financial aid until meeting the minimum CGPA and CMTF% specified for the next evaluation point. The expulsion notice will also inform the student what GPA must be achieved and the number of credits that must be successfully completed in order to meet those minimum CGPA and CMTF% requirements. The student will also be expected to meet with academic personnel to ensure the student understands the application of satisfactory academic progress standards. Additional support services will be discussed as necessary.

Courses taken while a student is in extended enrollment status will count as credits attempted in the CMTF% calculation. Repeated courses will replace any previous course grade in the CGPA calculation. In no case can a student exceed the maximum time frame/maximum credits limit (150 percent of the program's length), either as a regular student or in an extended enrollment status, and receive the original credential for which the student enrolled.

**Reinstatement**

If a student demonstrates during the quarter of extended enrollment status that the student is academically and motivationally prepared to continue in the program, the student will be reinstated as a regular student and placed on warning for one quarter, provided the student earned a minimum quarter GPA of 3.0 and completion rate of 67 percent during the extended enrollment. However, the student will remain expelled from financial aid until meeting the minimum CGPA and CMTF% required for the next evaluation point. A student will be dismissed from school if the student fails to demonstrate during the quarter of extended enrollment status that the student is academically and motivationally prepared to continue in the program and/or does not earn a minimum quarter GPA of 3.0 and completion rate of 67 percent during the extended enrollment quarter.

**APPEAL PROCEDURE AND MITIGATING CIRCUMSTANCES**

A student who disagrees with the application of the Satisfactory Academic Progress standards may appeal in writing to the dean of education/students. The student must file the appeal within two weeks after being placed on warning or expulsion.

A campus appeals committee will determine if a change in status is justified. The decision of the appeals committee is final and may not be appealed further. The dean of education/students may waive interim Satisfactory Academic Progress standards for circumstances of personal injury, poor health, family crisis or other unusual and significant occurrences outside the control of the student. The student is responsible for submitting a written request. Mitigating circumstances must be documented, and the student must demonstrate that such circumstances had an adverse impact on the student's satisfactory progress in the academic program. No waivers will be granted for graduation requirements. The student will receive written notification of the committee's decision within five days from the date the student submitted all requested documentation.

**TRANSFER STUDENTS**

For those courses that apply and are accepted toward the student's program, only the credits associated with those courses will be transferred, not the grades. As such, the transferred credits will be counted in the CMTF% calculation. Credits at the Master's level are accepted or transferred only if a grade of B or higher was earned.

**GRADUATION REQUIREMENT**

In order to graduate, a student must attain an overall 3.0 cumulative grade point average and complete the program within 150 percent of the maximum time frame/maximum credits.

NOTES

# PROGRAM INFORMATION

## PROGRAMS

This chart displays the GU/MSB campuses where each program is currently offered. Programs offered may change between catalog printings; please check with an individual campus or refer to any addenda to the current catalog for the most current information.

AP = Appleton	GOL = GU-Online Division	MOL = MSB-Online Division	SF = Sioux Falls
BC = Brooklyn Center	LC = La Crosse	MP = Minneapolis	WA = Wausau
BL = Blaine	LK = Lakeville	PL = Plymouth	WB = Woodbury
EC = Eau Claire	MD = Middleton (Madison West)	RF = Richfield	
ER = Elk River	ME = Madison East	RO = Rochester	
GB = Green Bay	MH = Moorhead	SC = St. Cloud	

Note: GOL is the online division of Globe University – Woodbury and MOL is the online division of Minnesota School of Business – Richfield

Doctoral Degree Programs	Campus Locations																					
	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Programs																						
Doctor of Business Administration (DBA)																						

Master's Degree Programs	Campus Locations																					
	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Programs																						
Master of Business Administration (MBA)							*						*	*								
Master of Business Administration (MBA) includes the following program options:																						
No emphasis							*						*	*								
Accounting emphasis							*						*	*								
Finance emphasis							*						*	*								
Human Resource emphasis							*						*	*								
Legal Administration emphasis							*						*	*								
Marketing emphasis							*						*	*								
Public Administration emphasis							*						*	*								
Technology Management emphasis							*						*	*								
Master of Science in Health Fitness Management							*						*									
Master of Science in Management							*						*	*								
Master of Science in Management includes the following emphases:																						
Criminal Justice							*						*	*								
Health Care Management							*						*	*								
Information Technology							*						*	*								
Managerial Leadership							*						*	*								

PROGRAMS

Bachelor of Science Degree Program	Campus Locations																					
Programs	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Accounting	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Business Administration	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Business Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Business Management includes the following emphases:																						
Agricultural Business	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Finance	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hospitality Management	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Human Resource Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Marketing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Salon and Spa							*		*				*			*		*	*		*	
Criminal Justice		*	*	*	*	*	*	*	*	*			*	*			*	*	*	*	*	*
Forensic Accounting	*		*		*		*			*			*	*	*	*	*					*
Game and Application Development																	*					
Health Care Management	*	*	*	*	*		*		*		*		*			*	*	*	*	*	*	*
Health Fitness Specialist							*		*				*		*		*		*			*
Information Technology		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*
Mechanical Engineering Technology																						*
Nursing (BSN)																	*					
Paralegal	*	*	*	*	*	*	*			*	*	*	*	*		*	*	*	*	*	*	*
Software Application Development		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*
Veterinary Technology Management											*				*							*

Associate in Applied Science Degree Programs	Campus Locations																					
Programs	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Accounting and Tax Specialist	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Architectural Drafting and Design																						*
Business Administration	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Criminal Justice		*	*	*	*	*		*	*	*	*			*			*	*	*	*	*	*
Engineering Drafting and Design																						*
Health Fitness Specialist							*		*				*		*		*		*			*
Information Technology		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*
Internet Marketing		*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*
Logistics Management													*			*		*				*
Management Accounting	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Massage Therapy	*		*	*	*	*		*	*	*	*	*			*		*	*	*	*	*	*
Medical Administrative Assistant	*	*	*	*	*	*		*		*	*	*				*	*	*	*	*	*	*
Medical Assistant	*	*	*	*	*	*		*	*	*	*					*	*	*	*	*	*	*
Mobile Application Development		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*
Paralegal	*	*	*	*	*	*	*			*	*	*	*	*		*	*	*	*	*	*	*
Veterinary Technology	*		*	*	*	*		*	*	*	*	*			*		*	*	*	*	*	*

Diploma Programs	Campus Locations																					
Programs	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Business Administrative Assistant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Legal Administrative Assistant	*	*	*	*	*	*	*			*	*			*		*		*		*		*
Massage Therapy	*		*	*	*	*		*	*	*	*	*			*		*	*	*	*	*	*
Medical Assistant	*					*																*
Medical Administrative Assistant	*	*	*	*	*	*		*	*	*	*	*				*	*	*	*	*	*	*

Certificate Programs	Campus Locations																					
Programs	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Electronic Discovery							*						*	*		*						*
Internet Marketing							*						*	*								
Mental Health Technician		*									*					*	*					*
Mobile Application Development		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*

## OBJECTIVES

The primary objective of the Doctor of Business Administration (DBA) degree program is to provide advanced, graduate education in management for local, regional, national, and international business and management professionals. The program will provide Master of Business Administration (MBA) prepared business leaders/managers with increased knowledge of highly-developed concepts and contemporary applications of management practices, which will enable them to effectively synthesize these two elements to create innovative research-based management models, strategies, and solutions. The DBA curriculum includes current case studies, applied research methodologies, persuasive communication techniques, simulations, and practicum experiences as a basis for each student's final applied-research project in a management topic. Graduates will be prepared for advanced or executive management positions within their current profession; additionally, they will have the qualifications to pursue business and management instructor opportunities at a range of post-secondary education and advanced management training institutions.

The DBA program is designed for mid- to upper-level business leaders/managers who are motivated to advance their positions in management by increasing their ability to lead people in complex, multi-faceted decision-making processes that impact organizations and/or departments. Master's prepared professionals will be able continue their pursuit of graduate education by engaging in a seamless transition from their MBA degree toward a terminal degree. The design of our dynamic, practitioner-driven DBA program enables professionals to build their academic expertise and workplace experience concurrently.

The program's curriculum presents students with a 54 quarter-hour credit MBA foundation, followed by 81 quarter-hour credits at the doctorate level that are comprised of advanced management topics and participatory research strategies that can be applied in many industries in various management applications. Each student will adapt and implement practices addressed in each course to their specific organization while focusing on their specific research area. For their final research project, each student will be able to further develop his/her newly-acquired knowledge and specifically-designed workplace applications by generating an evidence-based business management solution.

The goal of this program is to prepare graduates who are able to accomplish the following:

- 1) Create strategies so individuals and team members can address complex, multi-faceted workplace dilemmas.
- 2) Synthesize contemporary management principles to adapt and apply to specific industries or institutions.
- 3) Generate and persuasively communicate research to develop effective business/management solutions.
- 4) Develop communication strategies for complex topics to be understood by multiple-level, diverse professional associates, subordinates, supervisors, and work groups.
- 5) Integrate effective business management models in a global environment, as well as in specific industries or organizations.

Applicants should carefully review all doctorate degree admissions requirements, academic information, satisfactory academic progress policies, and statute of limitations for this advanced, terminal degree as listed in the graduate degree programs section of this catalog.

All DBA students will be required to have successfully completed a total of 135 graduate level quarter-hour credits as follows:

### Master of Business Administration (MBA) Core Requirements

- » DBA program applicants are required to hold an MBA, which was earned within the past 10 years from an institution accredited by an agency recognized by the U.S. Department of Education at the time of admission to the DBA program or who is able to complete any outstanding required master's level courses within less than four quarters.
- » To fulfill the program's business administration master-level core requirements, a minimum of 54 quarter-hour credits or semester-hour equivalents must be fulfilled.
- » Each applicant's sequence of courses at the master's level will vary based on the MBA degree of each applicant at the time of admission to the doctoral program.
- » All admissions' requirements and transfer of credit policies are listed on page 48 and 49 of this catalog.

**Master's (MBA) Minimum Credit Requirement**

**54**

## DOCTORATE (700 – 800 LEVEL) CORE REQUIREMENTS\*

Class #	Class Name	Credits
<b>Advanced Management Explorations</b>		
MG701	Ethics of 21st Century Leadership	5
MG705	Management Models for the 21st Century Workforce	5
MG710	Resources: Development and Stability	5
MG715	Organizational Development and Strategic Planning	5
MG801	Applications of Transformational Leadership**	5
MG805	Applications of Global Workforce Initiatives**	5
MG815	Strategic Planning Applications**	5
<b>Advanced Management Minimum Credit Requirement</b>		<b>35</b>
<b>Management Solutions:</b>		
<b>Integration of Applied Research Methods with Business Decision Processes</b>		
RS700	Participatory or Applied Research Strategies for Business Solutions	5
RS720	Participatory or Applied Research Strategies	5
RS725	Effective Communication and Applications of Evidence-based Decision Making	6
RS750	Research Applications in the Workplace**	10
<b>Management Solutions Minimum Credit Requirement</b>		<b>26</b>
<b>DBA Research Project</b>		
RS800	Participatory or Applied Research: Final Project**	10
RS850	Final Research Project: Future Implications**	10
<b>DBA Research Project Credit Requirement</b>		<b>20</b>
<b>Doctorate Core Minimum Credit Requirement</b>		<b>81</b>
<b>Master's (MBA) Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>135</b>

## NOTES

- » \*Students must achieve a grade of "B" or better in all 700-800 level courses to graduate from the program.
- » \*\*These courses have a practicum component, in which the student will work under the direction of the course instructor and guidance of their professional/workplace mentor. The specific graduate-level practicum activities are aligned with the course description, objectives, and evaluation methods as identified on each course syllabus.
- » While the doctoral program is accredited through ACICS, the Department of Education and the Council for Higher Education only recognizes this accreditation through the master's level. Therefore, the Doctor of Business Administration program is not eligible for federal student aid programs, as described in Title IV of the Higher Education Act.

## MASTER OF BUSINESS ADMINISTRATION

54 Credit Hours

Students may enroll to take this program online or residually.

**OBJECTIVES**

The primary objective of the MBA degree program is to provide graduate education for local, regional, national, and international professionals who want to advance their positions by increasing their knowledge of management. A student can complete the MBA exclusively online and/or through on-campus opportunities. The curriculum prepares students to address the four primary managerial challenges of the twenty-first century: 1) ensuring fiscal stability, 2) maintaining meaningful communications, 3) upholding legal and government regulations and 4) generating research to develop effective business solutions. The program prepares students for middle and upper management positions in a variety of industries, as well as for small business development and entrepreneurship and increases students' abilities to interpret and create business strategies.

The MBA degree program at Globe University/Minnesota School of Business is designed for working professionals who hold undergraduate degrees in various disciplines. MBA students apply business and leadership principles addressed in each course to their professional workplace/industry through a number of exercises and assignments incorporated in the curriculum. During the last two quarters of the six-quarter program, students focus on best management practices for their chosen industries and disciplines, including biotech industries, engineering, finance, health care services, information technology and project management. This intrinsic aspect of the MBA program makes it uniquely suitable for professionals who want to advance their leadership and management positions within specific industries.

The goal of this program is to prepare graduates who are able to:

- 1) Synthesize financial data for decision-making and recommend strategies applicable for their workplace and industry.
- 2) Evaluate approaches used to communicate complex concepts, including those that impact teamwork and motivation.
- 3) Assess the legal and ethical challenges facing organizations today and choose strategies that uphold governmental regulations.
- 4) Generate and persuasively communicate research to develop effective business management solutions.
- 5) Integrate effective business concepts for management positions, small business ownership, and entrepreneurship in a global environment.

**CORE REQUIREMENTS**

(Graduate course descriptions begin on page 68 of this catalog.)

Class #	Class Name	Credits
MG510	Managerial Communications*	4
MG530	Team Work/Group Management Tools	3
MG600	Strategic Management	5
RS600	Research and Business Project Development	4
RS651†	Business Plan/Project**	5
<b>Total Core Requirement Minimum Requirement</b>		<b>21</b>

**ELECTIVES/AREA OF EMPHASIS**

Eight MBA program options are available. Based on their area or areas of interest, students will choose one of the following options: no emphasis, accounting emphasis, finance emphasis, human resource emphasis, legal administration emphasis, marketing emphasis, public administration emphasis or technology management emphasis.

**NO EMPHASIS ELECTIVES**

Students must select one course from each of the following seven groups to complete a minimum of 33 elective credits:\*\*\*

**Group 1 (Accounting/Finance):**

AC505	Fiscal Resources: Impact on Management	5
AC510	Fiscal Resources Management I*	5

**Group 2 (Information Management):**

AC520	Management Control and Auditing*	4
FN510	Financial Data/Statistics Management	4
IS510	Information Technology Systems Management*	4
LA510	Legal Information Management*	4
MG520	Marketing Strategies and Information Management	4

**Group 3 (Management Accountability):**

AC550	Fiscal Resources Management II*	5
FN520	Investment Portfolios: Forecasting and Accountability	5
LA520	Legal Research: Administration and Accountability	5
MG525	Sales and Account Management	5
MG545	Human Capital: Two-Sided Accountability*	5
PA520	Public Policy Administration and Accountability	5
TM520	Quality Control: Systems and Accountability	5

**Group 4 (Community Responsibility):**

AC551	Financial Reporting: Contemporary and Emerging Issues	4
MG551	Politics of Leadership in a Global Economy*	4

**Group 5 (Operational Analyses):**

AC553	Taxation and Business Decisions	5
FN553	Case Studies in Financial Analyses	5
LA553	Case Studies in Legal Administrative Management	5
MG553	Case Studies in Marketing Management	5
PA553	Case Studies in Public Administration	5
TM553	Case Studies in Operations Management	5
TM576	Applications of Project Management**	5

**Group 6 (Ethics and Regulation):**

IS577	Case Studies in IT Security Management and Ethics	5
MG552	Case Studies in Business Ethics and Law	5
MG567	Case Studies in Health Care Ethics	5

**Group 7 (Human Resources):**

MG554	Case Studies in Human Resource Management	5
MG565	Case Studies in Health Care Personnel Management	5
MG575	Case Studies in IT Personnel Management	5

**EMPHASES**

Students seeking one of the emphasis options are required to take the following electives for a minimum total of 33 elective credits. All seven emphases are offered at GU-Minneapolis, GU-Online and MSB-Online.

**Accounting Emphasis Electives**

Students seeking an emphasis in accounting must complete the following 33 elective credits:

AC510	Fiscal Resources Management I*	5
AC520	Management Control and Auditing*	4
AC550	Fiscal Resources Management II*	5
AC551	Financial Reporting: Contemporary and Emerging Issues	4
AC553	Taxation and Business Decisions	5
MG552	Case Studies in Business Ethics and Law ^	5
MG554	Case Studies in Human Resource Management^	5

**Finance Emphasis Electives**

Students seeking an emphasis in finance must complete the following 33 elective credits:

AC510	Fiscal Resources Management I*	5
AC551	Financial Reporting: Contemporary and Emerging Issues	4
FN510	Financial Data/Statistics Management	4
FN520	Investment Portfolios: Forecasting and Accountability	5
FN553	Case Studies in Financial Analyses	5
MG552	Case Studies in Business Ethics and Law^	5
MG554	Case Studies in Human Resource Management^	5

**Human Resource Emphasis Electives**

Students seeking an emphasis in human resource must complete the following 33 elective credits:

AC505	Fiscal Resources: Impact on Management^	5
LA510	Legal Information Management*	4
MG545	Human Capital: Two-Sided Accountability*	5
MG551	Politics of Leadership in a Global Economy*	4
MG552	Case Studies in Business Ethics and Law	5
MG553	Case Studies in Marketing Management^	5
MG554	Case Studies in Human Resource Management	5

**Legal Administration Emphasis Electives**

Students seeking an emphasis in legal administration must complete the following 33 elective credits:

AC505	Fiscal Resources: Impact on Management ^	5
LA510	Legal Information Management*	4
LA520	Legal Research: Administration and Accountability	5
LA553	Case Studies in Legal Administrative Management	5
MG551	Politics of Leadership in a Global Economy *	4
MG552	Case Studies in Business Ethics and Law	5
MG554	Case Studies in Human Resource Management^	5

**Marketing Emphasis Electives**

Students seeking an emphasis in marketing must complete the following 33 elective credits:

AC505	Fiscal Resources: Impact on Management ^	5
MG520	Marketing Strategies and Information Management	4
MG525	Sales and Account Management	5
MG551	Politics of Leadership in a Global Economy*^	4
MG552	Case Studies in Business Ethics and Law	5
MG553	Case Studies in Marketing Management	5
MG554	Case Studies in Human Resource Management^	5

**Public Administration Emphasis Electives**

Students seeking an emphasis in public administration must complete the following 33 elective credits:

AC505	Fiscal Resources: Impact on Management ^	5
LA510	Legal Information Management*	4
MG551	Politics of Leadership in a Global Economy*	4
MG552	Case Studies in Business Ethics and Law	5
MG554	Case Studies in Human Resource Management ^	5
PA520	Public Policy Administration and Accountability	5
PA553	Case Studies in Public Administration	5

**Technology Management Emphasis Electives**

Students seeking an emphasis in technology management must complete the following 33 elective credits:

AC505	Fiscal Resource Management ^	5
IS510	Information Technology Systems Management*	4
IS577	Case Studies in IT Security Management and Ethics	5
MG551	Politics of Leadership in a Global Economy*^	4
MG575	Case Studies in IT Personnel Management	5
TM520	Quality Control: Systems and Accountability	5

Students will select one course from the following:

TM553	Case Studies in Operations Management	5
TM576	Applications in Project Management**	5

**Total Elective/Emphasis Minimum Credit Requirement 33**

**Total Program Minimum Credit Requirement 54**

**NOTES**

- » ^An elective course from within this group, which not part of the emphasis, may be substituted for this course.
- » \*A student may receive a grade of C in only two of the courses that are denoted by an asterisk (\*) after the course name. In all other courses, the student must achieve a grade of B or better to graduate from the program.
- » \*\*RS651 Business Plan/Project and TM576 Applications in Project Management are practicum courses in which the student, under the direction of the course instructor and workplace mentor (as appropriate), will develop the specific practicum activities by following the course objectives and evaluation methods as per the course syllabus.
- » \*\*\*For example, a student with an interest in IT may elect to take all of the courses with an IT focus within the elective groups. Course prerequisites will affect the program sequence. Course recommendations will be made each quarter by the campus academic staff during the registration period; refer to the graduate studies course descriptions in the current catalog and addendum for a summary of each course and the prerequisite requirements. Not all electives are available at all campuses.

**MBA Program Admissions and Academic Policies**

- » Applicants should carefully review all master's program admissions requirements, as well as transfer of credit, work experience, academic and satisfactory academic progress (SAP) policies for the MBA program as listed in the Graduate Degree Programs section of the current catalog and addendum.

**Second Master's Degree Program Requirement**

- » Students who choose to pursue a second master's degree from GU/MSB or Broadview University, a Globe Education Network consortium member, must complete RS657 Business Plan/Project: Secondary Implications. In this course, students are required to create a plan/project that is an extended investigation, application or future implication of the plan/project they created in RS651. Possible explorations may include, but are not limited to, a summative analysis of their entrepreneurial venture, an investigation of a specific management approach introduced within their RS651 plan/project, a persuasive plan for gaining additional financial support for their business venture or department, a marketing plan for the introduction of a new product line or target market and other appropriate proposals. Based on individual circumstances, the program administrator will consider petitions for developing a further investigation of a topic that is unrelated to the student's RS651 plan/project.

Students may enroll to take this program online.

## OBJECTIVES

The primary objective of the Master of Science in Health Fitness Management (MS in Health Fitness Management) degree program is to provide graduate education for interested health and wellness professionals who wish to advance their knowledge of fitness and human performance. The curriculum includes a focus on Muscle Activation Techniques™ (MAT), an advanced, systematic program that is validated by muscle function assessments. Students will study current case studies, simulations and applications to develop effective strategies and solutions to create optimal muscle fitness and function. Management graduate courses in communications, business and leadership topics will help students advance their current practices and entrepreneurial opportunities in the health and wellness industry. Graduates who complete this program will be eligible for Muscle Activation Techniques™ certification.

The goal of this program is to prepare graduates who are able to:

- 1) Synthesize financial data for decision-making and recommend strategies applicable for their workplace and industry
- 2) Evaluate approaches used to communicate complex concepts, including those that impact teamwork and motivation
- 3) Assess the legal and ethical challenges facing organizations today and choose strategies that uphold governmental regulations.
- 4) Generate and persuasively communicate research to develop effective business management solutions.
- 5) Integrate effective business concepts for management positions, small business ownership, and entrepreneurship in a global environment.
- 6) Educate clients and employers within the health and wellness industry on the benefits of Muscle Activation Techniques™
- 7) Apply advanced muscle activation techniques to improve clients' health and wellness.

## CORE REQUIREMENTS

(Graduate course descriptions begin on page 68 of this catalog.)

Class #	Class Name	Credits
<b>MAT</b>		
MAT505	Applications and Assessments of Lower Body Muscle Function I	2
MAT515	Applications and Assessments of Lower Body Muscle Function II	2
MAT520	Applications and Assessments of Upper Body Muscle Function I	2
MAT525	Applications and Assessments of Upper Body Muscle Function II	2
MAT530	Muscle Activation Techniques: Intermediate-Level Theory and Application	2
MAT535	Applications and Assessments of Trunk and Spine Muscle Function	3
MAT540	Applications and Assessments of Cervical Spine Muscle Function	2
MAT545	Applications and Assessments of Small Motion Muscle Function	2
MAT600	Muscle Activation Techniques: Comprehensive Review	2
Students will select four credits from the following:		
MG601	Strategic Management	4
MAT651	Externship	4
<b>Total MAT Minimum Credit Requirement</b>		<b>23</b>
<b>Management</b>		
AC505	Fiscal Resources: Impact on Management	5
MG510	Managerial Communications*	4
MG531	Team Work/Group Management Tools	4
MG552	Case Studies in Business Ethics and Law	5
MG553	Case Studies in Marketing Management	5
RS600	Research and Business Project Development	4
RS651†	Business Plan/Project**	5
<b>Total Management Minimum Credit Requirement</b>		<b>32</b>
<b>Total Program Minimum Credit Requirement</b>		<b>55</b>

## NOTES

- » †The required MAT core courses include a laboratory component/experience that is available in various locations nationwide. These courses will also be offered in Minnesota using a blended weekend/online learning format. See academic information in the current catalog and addenda for details.
- » ‡MAT651 is an externship course in which the student, under the guidance of the course instructor and externship site supervisor, will demonstrate their skill, knowledge and ability to apply MAT in a health fitness/wellness environment following the objectives stated in the course syllabus. Approval of a MAT Specialist externship supervisor is required before enrollment.
- » \*A student may receive a grade of C in courses that are denoted by an asterisk (\*) after the course name. In all other courses, the student must achieve a grade of B or better to graduate from the program.
- » \*\*RS651 is a practicum course in which the student, under the direction of the course instructor and workplace mentor (as appropriate), will develop the specific practicum activities by following the course objectives and evaluation methods as per the specific course syllabus.
- » Master of Science in Health Fitness Management program students must complete the required on-site lab hours within the quarter when the lab course is offered and in the specific program sequence. Failure to do so will result in delay of up to one academic year or four quarters for taking future sequenced courses and may result in having to complete the labs at a different location.

## MS in Health Fitness Management Program Admissions and Academic Policies

- » Applicants should carefully review all master's program admissions requirements as well as transfer of credit, work experience, academic and satisfactory academic progress (SAP) policies for the MS in Health Fitness Management program as listed in the Graduate Degree Programs section of the current catalog and addendum.

## †Second Master's Degree Program Requirement

- » Students who choose to pursue a second master's degree from GU/MSB or Broadview University, a Globe Education Network consortium member, must complete RS657 Business Plan/Project: Secondary Implications. In this course, students are required to create a plan/project that is an extended investigation, application or future implication of the plan/project they created in RS651. Possible explorations may include, but are not limited to, a summative analysis of their entrepreneurial venture, an investigation of a specific management approach introduced within their RS651 plan/project, a persuasive plan for gaining additional financial support for their business venture or department, a marketing plan for the introduction of a new product line or target market and other appropriate proposals. Based on individual circumstances, the program administrator will consider petitions for developing a further investigation of a topic that is unrelated to the student's RS651 plan/project.

## MASTER OF SCIENCE IN MANAGEMENT

54 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The primary objective of the Master of Science in Management (MS in Management) degree program is to provide graduate education for local, regional, national, and international professionals who wish to advance their knowledge of management within specific industries and professions. The curriculum includes current case studies and applications, enabling students to develop effective, research-based management models, strategies and solutions. Program graduates will be prepared for management positions within their current professions.

The MS in Management degree program is designed for working professionals who hold undergraduate degrees and have industry experience in specific disciplines. Through a number of exercises and assignments, students apply business management principles in their workplaces and industries. Throughout the program, students focus on best management practices within their selected emphases: 1) health care management, 2) information technology, or 3) managerial leadership.

The goal of this program is to prepare graduates who are able to:

- 1) Synthesize financial data for decision-making and recommend strategies applicable for their workplace and industry.
- 2) Evaluate approaches used to communicate complex concepts, including those that impact teamwork and motivation.
- 3) Assess the legal and ethical challenges facing organizations today and choose strategies that uphold governmental regulations.
- 4) Generate and persuasively communicate research to develop effective business management solutions.
- 5) Integrate effective operations management principles in a global environment, as well as in their specific workplaces and industries.

**CORE REQUIREMENTS**

(Graduate course descriptions begin on page 68 of this catalog.)

Class #	Class Name	Credits
MG510	Managerial Communications*	4
MG530	Team Work/Group Management Tools	3
MG551	Politics of Leadership in a Global Economy*	4
MG600	Strategic Management	5
MG610	Applications of Resource Management**	4
RS600	Research and Business Project Development	4
RS651†	Business Plan/Project**	5
Students will select one of the following courses:		
AC505	Fiscal Resources: Impact on Management	5
AC510	Fiscal Resources Management I*	5

**Total Core Minimum Credit Requirement 34**

**AREAS OF EMPHASIS**

A minimum of 20 elective credits must be earned from one of the following emphases:

Class #	Class Name	Credits
<b>Criminal Justice</b>		
CJ550	Case Studies of Critical Issues	5
CJ560	Applications of Public and Media Relations	5
CJ570	Case Studies of Budget and Finance	5
CJ580	Applications of Emergency Management and Homeland Security	5
<b>Health Care Management</b>		
MG565	Case Studies in Health Care Personnel Management	5
MG568	Applications of Health Care Administration**	5
And one of the following two options:		
Option 1:		
MG567	Case Studies in Health Care Ethics	5
MG569	Case Studies in Health Care Regulatory Affairs	5
Option 2:		
MG579	Case Studies in Health Care Ethics for Veterinary Practices	5
MG581	Case Studies in Veterinary Regulatory Affairs	5
<b>Information Technology</b>		
IS577	Case Studies in IT Security Management and Ethics	5
IS578	Applications of Information Systems Management**	5
MG575	Case Studies in IT Personnel Management	5
TM576	Applications of Project Management**	5
<b>Managerial Leadership</b>		
MG545	Human Capital: Two-Sided Accountability*	5
MG552	Case Studies in Business Ethics and Law	5
MG554	Case Studies in Human Resource Management	5
MG558	Applications of Operations Management**	5
<b>Total Emphasis Minimum Credit Requirement</b>		<b>20</b>
<b>Total Program Minimum Credit Requirement</b>		<b>54</b>

**NOTES**

\*A student may receive a grade of C in only two of the courses that are denoted by an asterisk (\*) after the course name. In all other courses, the student must achieve a grade of B or better to graduate from the program.

\*\*MG610 and RS651, and electives IS578, MG558, MG568, and TM576, are practicum courses in which the student, under the direction of the course instructor and workplace mentor (as appropriate), will develop the specific practicum activities by following the course objectives and evaluation methods as per the specific course syllabus.

**MS in Management Program Admissions and Academic Policies**

\* Applicants should carefully review all master's program admissions requirements as well as transfer of credit, work experience, academic, and satisfactory academic progress (SAP) policies for the MS in Management program as listed in the Graduate Degree Programs section of the current catalog and addendum.

**‡Second Master's Degree Program Requirement**

\* Students who choose to pursue a second master's degree from GU/MSB or Broadview University, a Globe Education Network consortium member, must complete RS657 Business Plan/Project: Secondary Implications. In this course, students are required to create a plan/project that is an extended investigation, application or future implication of the plan/project they created in RS651. Possible explorations may include, but are not limited to, a summative analysis of their entrepreneurial venture, an investigation of a specific management approach introduced within their RS651 plan/project, a persuasive plan for gaining additional financial support for their business venture or department, a marketing plan for the introduction of a new product line or target market and other appropriate proposals. Based on individual circumstances, the program administrator will consider petitions for developing a further investigation of a topic that is unrelated to the student's RS651 plan/project.

## GRADUATE COURSE DESCRIPTIONS

## ACCOUNTING

**AC505 Fiscal Resources: Impact on Management 5 Credits**

Prerequisite: None. This course is for the graduate student who does not have an accounting or finance background. It focuses on fundamental financial and accounting concepts. Studies in fiscal resource management emphasize the interpretation of financial statements and ways in which cost management influence various aspects of a business. Material is presented from a general manager's perspective. Students investigate the development of financial plans and investment strategies, and how those processes influence management decisions.

**AC510 Fiscal Resources Management I 5 Credits**

Prerequisite: None. Students review basic accounting theory and principles and tax accounting management. The course focuses on managerial accounting concepts with an emphasis on budget forecasting and quantitative financial decision-making. The study of financial reports and accounting statements includes an analysis of product costing, long-term assets, liabilities and equity, and investment ratios in the context of national and international economic perspectives. Students investigate the statistical basis for financial forecasting and business investments, with an emphasis on interpretation of those statistics and understanding their impact on local, regional and national business financial decisions and investment strategies.

**AC520 Management Control and Auditing 4 Credits**

Prerequisite: AC510. In this course, students will study management auditing and control systems in business. Topics include the use of internal controls and management policies and measuring and evaluating performance. Students examine Securities and Exchange Commission (SEC) and Sarbanes-Oxley (SOX) compliance issues for businesses.

**AC550 Fiscal Resources Management II 5 Credits**

Prerequisite: AC510 or equivalent. Students examine the fiscal realities of national and international business from macroeconomic and microeconomic viewpoints. Analysis focuses on how to interpret indices, including gross national product (GNP), gross domestic product (GDP), net national product (NNP) and net national income (NNI). The course emphasizes interpretation of those statistics and understanding their impact on local, regional and national business financial decisions and investment strategies, as well as their influence on consumer confidence and the global economy.

**AC551 Financial Reporting: Contemporary and Emerging Issues 4 Credits**

Prerequisite: None. Identifies developing areas in financial accounting and encourages students to research the issues, to think critically, to evaluate alternatives, and to communicate conclusions orally and in writing. The course will address the role of the contemporary accountant, international accounting standards, the future of the Financial Accounting Standards Board (FASB), standard setting and regulation, ethics and other developing issues.

**AC553 Taxation and Business Decisions 5 Credits**

Prerequisite: AC510. In this course, students look at the relationship between managerial decision-making and taxes. Topics include the different types of entities and the impact of tax considerations in business decisions such as corporate structure, reorganization and compensation. The study of the Statements of Standards for Tax Services is also included in the course.

## CRIMINAL JUSTICE

**CJ550 Case Studies of Critical Issues and Incidents in Criminal Justice 5 credits**

Prerequisite: MG510. This course will expose the student to critical issues and incidents in the criminal justice field. Students address issues in: citizen complaints, internal affairs, union negotiations, use of force incidents, debriefing tactics, deadly force encounters, and other current related issues.

**CJ560 Applications of Public and Media Relations in Criminal Justice 5 credits**

Prerequisite: MG531. This course will explore effective and appropriate communication in the criminal justice field. Students will review or examine appropriate media relations and how/when it is appropriate to release information. Data privacy will be discussed and the legal ramifications of data privacy violations will be analyzed. This course will also expose students to proper community relations. Best practices for communicating with the public will be explored and assessed.

**CJ570 Case Studies of Budget and Finance in Criminal Justice 5 credits**

Prerequisite: AC505 or AC510. This course will introduce criminal justice budgeting and finance to students. Students will assess case studies on police budgets and finance issues as well as correctional budgets and finance issues. Students will identify and explore the current restraints on public financing and will evaluate methods of preparing a budget for public safety organizations.

**CJ580 Applications of Emergency Management and Homeland Security 5 credits**

Prerequisite: MG531. This course will explore the issues and problems of emergency management. Students will learn about: the logistical planning of an emergency, managing in a high-stress environment, critical decision making, and allocating resources for maximum benefit. Students will also explore proper responses to a terrorist event and will assess the Department of Homeland Security's policies and practices in regards to national security incidents.

## FINANCE

**FN510 Financial Data/Statistics Management 4 Credits**

Prerequisite: None. Students will investigate information technology solutions used to manage financial data/statistics and their applications. Research topics include qualitative and quantitative approaches, validity and reliability testing, and related practices.

**FN520 Investment Portfolios: Forecasting and Accountability 5 Credits**

Prerequisite: AC510. Students will review principles of investment used to develop financial plans for individuals and businesses. Through analyses of financial forecasting in a dynamic environment, students will be prepared to create limited risk solutions. They will also examine accountability of financial managers to their clients in a volatile market.

**FN553 Case Studies in Financial Analyses 5 Credits**

Prerequisite: None. Students will examine contemporary case studies in which financial solutions were developed for private and public, mid-size companies to exemplar corporate and government organizations. They will analyze the effectiveness of the solutions and work in teams to evaluate simulated outcomes created by changing several key variables.

## INFORMATION SYSTEMS

### ISS10 Information Technology Systems Management 4 Credits

Prerequisite: None. The course investigates the concept of the electronic marketplace and an analysis of information management in rapidly changing environments. Research topics include contemporary information technology theories, practices and systems that influence productivity, sales and development. Studies focus on how management of information technology systems and new technologies enable business teams to keep pace with ever-changing, economic forecasts and current changes in the workforce and marketplace.

### ISS77 Case Studies in IT Security Management and Ethics 5 Credits

Prerequisite: None. This course reviews accountability issues related to control and security of data and information management systems. Students examine contemporary case studies in ethical management of knowledge and decision-making systems and analyze outcomes and effects of those systems on the organizations and the public. Finally, students present implications of their analyses.

### ISS78 Applications of Information Systems Management\* 5 Credits

Prerequisite: MG531. Students assess and study development of effective information systems. They then map applications of information management systems for their organizations and departments/units. The mapping includes outlining organizational needs, relationships of IT departments within the organization and organizational frameworks, processes for prioritizing service and system implementation.

## LAW

### LA510 Legal Information Management 4 Credits

Prerequisite: None. This course examines management of legal information and research in today's dynamic business environment. Students investigate the impact of information technology on legal research systems and accessibility to legal information. They then review contemporary management theories, practices and information technology systems that influence the flow of legal information. The course emphasizes management of legal information and the legal implications of using new technologies.

### LA520 Legal Research; Administration and Accountability 5 Credits

Prerequisite: AC505 or AC510. Students will explore administrative functions for managing legal research within a range of organizations. By analyzing administrative oversight, students will prepare to design models to organize and manage legal data and documents to demonstrate administrator accountability for internal and external clients.

### LA553 Case Studies in Legal Administrative Management 5 Credits

Prerequisite: None. Students will review contemporary case studies that use solutions developed for mid-size to corporate, private and public law firms or departments. Investigations include the influence of the organization's mission, clients and culture. Student teams will evaluate simulated outcomes created by changing key variables for several case studies.

## MUSCLE ACTIVATION TECHNIQUES

### MAT505 Applications and Assessments of Lower Body Muscle Function I 2 Credits

Prerequisite: None. Students will be introduced to Muscle Activation Techniques for the lower body and explore the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in lower body movements and use the assessments to identify areas of muscle weakness. Study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

### MAT515 Applications and Assessments of Lower Body Muscle Function II 2 Credits

Prerequisite: MAT505. Students will investigate Muscle Activation Techniques for the lower body and examine the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in lower body movements and use the assessments to identify areas of muscle weakness with a focus on the lower extremities. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

### MAT520 Applications and Assessments of Upper Body Muscle Function I 2 Credits

Prerequisites: None. Students will be introduced to Muscle Activation Techniques for the upper body and explore the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in upper body movements and use the assessments to identify areas of muscle weakness with a focus on the shoulder girdle. Study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

### MAT525 Applications and Assessments of Upper Body Muscle Function II 2 Credits

Prerequisites: MAT515, MAT520. Students will investigate Muscle Activation Techniques for the upper body and examine the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in upper body movements and use the assessments to identify areas of muscle weakness. Further study includes applications of isolated muscle strength testing, including break testing and neuroproprioceptive response testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

### MAT530 Muscle Activation Techniques: Intermediate-Level Theory and Application 2 Credits

Prerequisite: MAT525. In this course, students will prepare for advanced Muscle Activation Techniques (MAT) studies. They will comprehensively review MAT theory and the relationship of muscle function to joint stability as it relates to joint mobility. Students will review range of motion in upper body and lower body movements and use the assessments to identify areas of muscle weakness. Further review and assessment will include applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

## GRADUATE COURSE DESCRIPTIONS

**MAT535 Applications and Assessments of Trunk and Spine Muscle Function 3 Credits**

Prerequisite: None. Students will investigate Muscle Activation Techniques for the trunk and spine and explore the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in movements of the trunk and spine and use the assessments to identify areas of muscle weakness in the trunk and spine. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

**MAT540 Applications and Assessments of the Cervical Spine Muscle Function 2 Credits**

Prerequisite: None. Students will investigate Muscle Activation Techniques for the cervical spine and explore the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in movements of the cervical spine and use the assessments to identify areas of muscle weakness in the cervical spine. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

**MAT545 Applications and Assessments of Small Motion Muscle Function 2 Credits**

Prerequisite: MAT525. Students will investigate Muscle Activation Techniques for the hand, foot and temporomandibular joint (TMJ) and explore the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in movements of the foot, hand and TMJ and study normal TMJ function versus TMJ dysfunction. They will use the assessments to identify areas of muscle weakness in the foot, hand and TMJ. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

**MAT600 Muscle Activation Techniques: Comprehensive Review 2 Credits**

Prerequisites: MAT530, MAT535, MAT540, MAT545. The course is focused on the successful integration of MAT concepts and practices within the context of health fitness and wellness. Students will complete a comprehensive review of MAT applications, assessments of muscle functions, and corrective isometrics and reinforcement exercises. Further review will include an examination of how series and sequences of MAT can be used to improve muscle strength and agility.

**MAT651 Externship 4 Credits**

Prerequisites: MAT530, MAT535, MAT540, MAT545. This optional capstone course integrates the skills, knowledge and abilities acquired for application of MAT in a health fitness/wellness environment. The emphasis will be on a variety of skills common to professional practitioners in this field. Approval of a MAT Specialist externship supervisor is required before enrollment.

## MANAGEMENT

**MG510 Managerial Communications 4 Credits**

Prerequisite: None. The course examines communication of business leaders, who manage the flow of information among themselves, other professionals and their clients. Analysis focuses on using written and oral communications for the effective exchange of ideas and on management's interactions with a range of professional colleagues, including financial advisors, team leaders, sales associates and production team employees. The course also examines challenges diverse virtual mediums and global markets place on managers to effectively present, discuss and negotiate various transactions.

**MG520 Marketing Strategies and Information Management 4 Credits**

Prerequisite: None. Students will study marketing management strategies including market segmentation, consumer behavior and pricing development with an emphasis on qualitative and quantitative methods. Exploration includes using related technologies to collect, analyze and manage the information.

**MG525 Sales and Account Management 5 Credits**

Prerequisite: AC505 or AC510. Students will investigate strategies for planning and managing sales accounts. Topics include budgets, sales forecasts and account management of projects, individual assignments, and sales and marketing departments within businesses. Examination will include management of sales and accounts for marketing firms.

**MG531 Team Work/Group Management Tools 4 Credits**

Prerequisite: None. This course presents an investigation of the effect of cooperation, collaboration and teamwork on workplace climates. Research focuses on ways the management of work groups, as opposed to individuals, contributes to all aspects of development, production and sales. Students explore the dynamics of group behavior in all phases of operations in order to determine essential guidelines that enhance team productivity and meet the expectations and demands of the workplace.

**MG545 Human Capital: Two-Sided Accountability 5 Credits**

Prerequisite: AC505 or AC510. This course provides an in-depth examination of measurement of human capital based on a nonlinear, integrated approach, accounting for elements that balance ROI metrics with qualitative assessments. Studies emphasize the alignment of employee performance with improved recruitment, training and development and retention practices; the relationship of human resources and organizational development; and the balance of human capital investments and accountability.

**MG551 Politics of Leadership in a Global Economy 4 Credits**

Prerequisite: None. This course explores the political context of business, an arena in which leadership qualities define powerful managers. Topics include contemporary theories of control, motivation and persuasive communications, and how to successfully put those theories into practice in diverse work environments. Students research attributes of local, regional, national and international business leaders and analyze their commonalities and distinguishing characteristics. Through the lens of behavioral and human psychological theories, students examine the role and responsibility of the business leader in relation to employee and peer self-efficacy, group dynamics and workplace culture.

**MG552 Case Studies in Business Ethics and Law 5 Credits**

Prerequisite: None. This course enhances the learner's analytical, collaborative and communication skills through the study group approach to examination of case studies in business ethics and law. Student teams study challenges facing business leaders regarding responsibilities to employees and society and legal and regulatory systems that enforce those principles. Team members examine published cases and, through dialogue and negotiation, reach plausible solutions. The investigation concludes with the team's recommendations of ways to address those issues.

## GRADUATE COURSE DESCRIPTIONS

**MG553 Case Studies in Marketing Management 5 Credits**

Prerequisite: None. This course increases the learner's analytical, collaborative and communication skills through examination of published studies in various aspects of sales and marketing management. Students explore the effectiveness of marketing concepts by reviewing local, national and international case studies on topics including product design, promotion, sales account representation and targeted markets, using visual, statistical and analytical approaches. Students develop critical problem-solving skills that apply to various business scenarios and report findings through electronic formats and peer presentations.

**MG554 Case Studies in Human Resource Management 5 Credits**

Prerequisite: None. Students increase individual analytical, collaborative and communication skills through the study group approach as they examine case studies in human resource management for today's diverse work force. Students review and discuss ways to foster teamwork and encourage the clear communication of complex ideas and processes. Through collaboration with peers, students formulate innovative solutions in response to case histories of multi-level human resource management issues, including hiring, bargaining, employee training and professional development. In final analyses teams recommend effective practices for human resource aspects of organizational planning.

**MG558 Applications of Operations Management\* 5 Credits**

Prerequisite: MG531. Students use case studies in various aspects of operations management to create and apply models that maximize individual and team performance and service and product effectiveness and productivity. They then create formative and summative assessments that evaluate strategies used to increase operational effectiveness.

**MG565 Case Studies in Health Care Personnel Management 5 Credits**

Prerequisite: None. This course provides an in-depth review of case studies in contemporary, diverse workforce issues in a variety of health care environments. Students examine current human resource theories and models and published studies on personnel management issues. They then develop simulations and formulate innovative solutions for recruiting, training, and retaining health care personnel.

**MG567 Case Studies in Health Care Ethics 5 Credits**

Prerequisite: None. Students examine ethical considerations and issues that affect ethical relationships between internal and external clients, patients and their family members, and health care personnel. They then analyze the impact of research, technology and global perspectives on ethical decision-making and practices. Discussion topics include the influence of future advances and increasing diversity in global populations.

**MG568 Applications of Health Care Administration\* 5 Credits**

Prerequisite: MG531. Students review organizational theories and models that affect performance, structure and change within health care organizations and departments. Working individually and as team members, students select theories and models, reviewing feasibility within the students' current workplaces and analyzing usability of the theories and models in health care environments.

**MG569 Case Studies in Health Care Regulatory Affairs 5 Credits**

Prerequisite: None. Students explore the scope of legal and government policies on the health care system and on the development of public health care policies. They examine the individual and interrelated effects, from a management and organizational perspective, of local, state, national and international health care regulatory agencies on clients, patients, and health care professionals.

**MG575 Case Studies in IT Personnel Management 5 Credits**

Prerequisite: None. Students review case studies in leadership in corporate, private and public IT organizations. They examine current human resource theories and models and published studies on IT department personnel organization, management, use of outsourced IT personnel and related issues. Students then develop simulations and formulate innovative solutions.

**MG579 Case Studies in Health Care Ethics for Veterinary Practices 5 Credits**

Prerequisite: None. Students examine ethical considerations and issues that affect ethical relationships between internal and external clients, patients and their owners, and veterinary health care personnel. They then analyze the impact of research, technology and global perspectives on ethical decision-making and practices. Discussion topics include the influence of future advances and increasing diversity in global populations.

**MG581 Case Studies in Veterinary Regulatory Affairs 5 Credits**

Prerequisite: None. Students explore the scope of legal and government policies on veterinary practices and on the development of public health care policies. They examine the individual and interrelated effects, from a management and organizational perspective, of local, state, national and international veterinary regulatory agencies on clients, patients and their owners, and veterinary professionals.

**MG601 Strategic Management 4 Credits**

Prerequisites: MG531 and AC505 or AC510 OR MG531 and AC551 or MG551. Students integrate knowledge acquired and applied in core courses to assess and develop strategies at the business unit and/or organizational level. Topics include strategic management models and their implementation, operational understanding of the strategic management processes, and the role of managerial leaders in strategic planning.

**MG610 Applications of Resource Management\* 4 Credits**

Prerequisites: AC505 or AC510, MG554 or MG565 or MG575. Students examine methods that maximize resources through cost-function strategies. They explore the impact of research, development, implementation and maintenance of new services and products on physical, fiscal and human resources. Students then use real time experiences to create models and simulations.

**MG701 Ethics of 21st Century Leadership 5 Credits**

Prerequisites: None. Students analyze the implications and impact of ethics on leaders of various organizations. Methods include simulations and case study analyses to identify ethical management practices and evaluate them within the context of contemporary moral concerns for a range of cultural constructs. Students will also compare transformational leadership to traditional leadership.

## GRADUATE COURSE DESCRIPTIONS

**MG705 Management Models for the 21st Century Workforce 5 Credits**

Prerequisites: None. Students will compare and contrast successful management models presented in case studies for a range of industries. Working in teams, students will create management models as adaptations of a successful model or several principles. They will also construct simulations based on the teams' models.

**MG710 Resources: Development and Stability 5 Credits**

Prerequisites: None. Students will investigate cost function strategies critical to an organization's growth and stability. They will examine variables that impact the development and maintenance of financial, physical, and human resources. Includes an investigation of estimating, forecasting, and control measures used to support an organization's functions, operations, and objectives.

**MG715 Organizational Development and Strategic Planning 5 Credits**

Prerequisites: RS700 or concurrent. Students will examine how an organization's culture and its evolution affect its development, operations, and productivity. They will review case studies that exemplify static versus dynamic environments, and then evaluate the relevance of strategic planning on high-functioning organizations and change management.

**MG801 Applications of Transformational Leadership 5 Credits**

Prerequisite: MG701 or MG705. Students will select an authentic dilemma within their organization in which several principles/attributes of transformational leadership could be applied. They will create and present an adaptation of these principles/attributes to their associates as a strategy to help resolve the dilemma. For peer analysis, students will present the results/reactions based on their perceptions and those of their associates.

**MG805 Applications of Global Workforce Initiatives 5 Credits**

Prerequisite: MG701 or MG705. In collaboration with their workplace/professional mentor, students will identify an effect of the emerging global workforce on a specific aspect of their organization's performance/productivity. They will create a research-based strategy to maximize a positive effect, or to minimize a challenging effect, of the global workforce on this specific aspect of the business.

**MG815 Strategic Planning Applications 5 Credits**

Prerequisite: MG710 or MG715. Students will develop, or adapt, a research tool to improve an element of strategic planning within their organization. Working from the perspective of a participatory researcher, students will conduct an activity to use the research tool. Then, they will analyze the outcome(s) of the activity and the researcher's objectivity while conducting and reporting the results of the activity.

## PUBLIC ADMINISTRATION

**PA520 Public Policy Administration and Accountability 5 Credits**

Prerequisite: AC505 or AC510. Students will examine administrative principles used to create organizational structure for public policies. By analyzing public and government environments, students will prepare to maximize performance and functionality of an organization within the scope of public accountability.

**PA553 Case Studies in Public Administration 5 Credits**

Prerequisite: None. Students will investigate contemporary case studies to identify the success of solutions developed for government organizations and they will also evaluate future implications of the solutions. Student teams will assess simulated outcomes created by changing several key variables including a range of political and social factors.

## RESEARCH

**RS600 Research and Business Project Development 4 Credits**

Prerequisite: This course must be taken in the second-to-last quarter of the program. Students review the principles of understanding and interpreting research and proposals in all format types: narrative, visual and statistical. They investigate the creation of significant, persuasive articles and plans. Using that knowledge, students examine the influence of written and graphic approaches in electronic and print-copy formats on the presentation of concepts and communication of ideas. Students review technical issues and research ethics while writing individual business plan/project topic outlines.

**RS651 Business Plan/Project\* 5 Credits**

Prerequisite: RS600. Students create business plans/projects. Possible business topics include, but are not limited to, a full proposal for opening a small business, a new management approach introduced within an existing business or department of a large firm, a persuasive plan for gaining financial support, a marketing plan for the introduction of a new product line within an existing department and other appropriate proposals. Instructor approval is required before beginning this design project. A substantial component of the course grade is a final presentation of the project.

**RS657 Business Plan/Project: Secondary Implications\* 3 Credits**

Prerequisites: RS651, permission from the dean of education/students and program administrator. Students who choose to pursue a second master's degree from GU/MSB/BVU are required to create a plan/project that is an extended investigation, application or future implication of the plan/project they created in RS651. Possible explorations may include, but are not limited to, a summative analysis of their entrepreneurial venture, an investigation of a specific management approach introduced within their RS651 plan/project, a persuasive plan for gaining additional financial support for their business venture or department, a marketing plan for the introduction of a new product line or target market and other appropriate proposals. Based on individual circumstances, the program administrator will consider petitions for developing a further investigation of a topic that is unrelated to their RS651 plan/project.

**RS700 Participatory or Applied Research Strategies for Business Solutions 5 Credits**

Prerequisite: Completion of all 500-600 level courses. Students will examine quantitative and qualitative research methods and their adaptations for a participatory, or applied, research project. They will explore research questions relative to their proposed project topic, its scope, and anticipated application. Additionally, they will develop a purpose statement or a primary research question to be used when developing an evidence-based business solution.

**RS720 Participatory or Applied Research Strategies 5 Credits**

Prerequisite: RS700 or concurrent. Students will select research methods for developing business/management solutions. They will identify research strategies and create research instruments, or adapt them from existing resources. Students will also design a concept map, prepare a project timeline, and apply initial research strategies.

**RS725 Effective Communication and Applications of Evidence-based Decision Making 6 Credits**

Prerequisites: RS720 and MG705 or MG710 or MG715. Students will investigate effective research communication and presentation to evoke an evidence-based decision for a management issue as a basis for adopting a new practice, or to resolve a problem. Methods include simulations and applied activities relevant for a variety of professional, and management student audiences.

**RS750 Research Applications in the Workplace 10 Credits**

Prerequisite: RS725. Under the direction of their workplace/professional mentor, students will conduct their research and complete a draft of their findings aligned with the specifications of their concept map. The course instructor will guide the student's efforts, collaborate with their mentor to track and evaluate the student's progress, and assess the quality of all applications.

**RS800 Participatory or Applied Research: Final Project 10 Credits**

Prerequisites: RS750 and second to the last quarter of study. Students complete the development of their research project under the direction of the course instructor, their professional/workplace mentor, and graduate committee members. Project approval is submitted in the subsequent term, which includes a composite of the instructor's final assessment plus their mentor's and committee members' recommendations.

**RS850 Final Research Project: Future Implications 10 Credits**

Prerequisites: RS800 and last quarter of study. Students create a professional presentation of their findings, or prepare an article of industry journal quality based on their completed doctoral research project. All students are required to defend their research findings to their graduate committee members and to present a relevant aspect of their research to a workplace / related professional audience.

**TECHNOLOGY MANAGEMENT****TM520 Quality Control: Systems and Accountability 5 Credits**

Prerequisites: AC505 or AC510. Students will analyze control systems for quality assurance throughout all operational phases within a range of industries. By examining project management concepts throughout the life cycle of an operation, students will prepare to design quality control solutions to reflect management accountability across all phases of a process. They will also explore the impact of intra- and inter-departmental collaboration.

**TM553 Case Studies in Operations Management 5 Credits**

Prerequisite: None. Students will examine contemporary case studies on operational solutions developed for mid-size companies to corporate organizations within the technology industries. Analysis will include the effectiveness of the solutions for each step in the operational life cycle: research and development to obsolescence. Student teams will evaluate simulated outcomes created by changing several key variables.

**TM576 Applications of Project Management\* 5 Credits**

Prerequisite: MG531. Students examine project management case studies and implement models that maximize project outcomes, basing selection of strategies on project scope and control, estimates, schedules and costs. They then develop reports that address project assessment, enhanced revision and re-planning.

\*IS578, MG558, MG568, MG610, RS651, RS657 and TM576 are practicum courses in which the student, under the direction of the course instructor and guidance of the workplace mentor (as appropriate), will develop the specific practicum activities by following the course objectives and evaluation methods as per the specific course syllabus.

**OBJECTIVES**

The objective of the Bachelor of Fine Arts in Digital Video and Media Production degree program is to provide students with skills and knowledge to create professional video and film productions for various methods of distribution. Students are trained in corporate production, commercial production, and short and feature narrative digital film making. Graduates prepare for entry-level positions and advancement possibilities in the video and film production industry with skills in preproduction, production, postproduction, graphic animation, web distribution, and industry business and management skills, all of which prepare them for the entrepreneurial nature of the video and film industries. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate the skills to effectively light, shoot and edit a quality video production.
- 2) Demonstrate story development, visual storytelling and storyboard creation techniques.
- 3) Edit video and audio to effectively convey a concept or story using a nonlinear editing system.
- 4) Create professional quality motion graphics.
- 5) Produce a professional quality media portfolio.
- 6) Produce and broadcast creative video content for a webcast.
- 7) Create a professional short film that clearly and effectively tells a story.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

<b>Class #</b>	<b>Class Name</b>	<b>Credits</b>
BS105	Introduction to Business	5
BS200	Small Business Management	4
DV102	Introduction to Mac OS and Photoshop†	4
DV105	Basic Idea Development and Storyboarding†	4
DV111	Camera Operations and Basic Editing†	4
DV150	Photoshop for NLE†	4
DV160	Advanced Idea Development and Storyboarding†	4
DV165	Field Production and Lighting†	4
DV171	Digital Video Editing FCP†	4
DV181	Audio for Video and Film†	4
DV200	Visual Effects†	4
DV216	Production Management†	4
DV221	Script Writing for Video and Film†	4
DV235	Digital Video Editing Avid†	4
DV240	Color Grading†	4
DV252	Demo Reel Production†	4
DV315	Advanced Field Production†	4
DV320	Animatics and Storyboarding†	4
DV340	Web Animation†	4
DV360	3D Graphics Animation†	4
DV380	Video for Web†	4
DV400	Digital Film Preproduction†	4
DV410	Digital Film Production†	4
DV420	Digital Film Postproduction†	4
DV440	Digital Video Capstone†	4
DV490	BFA Digital Video Internship†()	6
EB310	Entrepreneurship for Creative Arts	4
MC440	Media Management	4
MK205	Marketing	4
MK405	Marketing Research	4
PD255	Career Capstone	1
WD130	Basic Web Design	3
<b>Total Core Minimum Credit Requirement</b>		<b>127</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research (required)	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU130	Spanish I	4
HU145	Global Influence on American Music	4
HU150	Introduction to Literature	4
HU200	Art in the Modern World	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required)^	4
NS116	College Algebra I (required)^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I**	4
NS267	Physics II**	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship (required)	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>181</b>

## NOTES:

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*Offered only at the Woodbury, MN campus.
- » †Courses will be taught only at 4545 West 77th Street, Edina, MN, an additional space location.
- » ‡Students who have successfully completed DV270 Internship, graduated and gained relevant work experience may, prior to attempting DV490 BFA Digital Video Internship, apply for Professional Work Experience credit to satisfy the DV490 requirement.

## BACHELOR OF SCIENCE IN ACCOUNTING

182 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Bachelor of Science in Accounting degree program is to provide students with the knowledge, technical skills and professional habits required for entry-level positions and future advancement in the accounting field. This program balances specialized education with the development of effective communication, teamwork and critical-thinking skills. Students prepare for careers in private, public and governmental accounting and for assignments including general ledger, payroll, financial analysis, audit, tax preparation, and related areas. General education requirements in the areas of communication, social science, natural science, and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

Graduates of this program are eligible to sit for the Certified Public Accountant (CPA) exam in the state of Minnesota immediately after graduation. Before becoming certified, the graduate must meet other requirements which include earning 45 additional quarter-hour credits of college education. A student who plans on certification in the state other than Minnesota should check with the state's board of accountancy to see if this program and/or individual courses within it meet the state's requirements. This program is also designed to prepare students for the Certified Management Accountant (CMA) exam.

The goal of this program is to prepare graduates who are able to:

- 1) Record business transactions according to Generally Accepted Accounting Principles (GAAP).
- 2) Prepare and analyze financial statements.
- 3) Research, explain and apply federal tax rules and prepare tax returns.
- 4) Identify and apply audit methods and techniques used in practice today.
- 5) Describe and choose management accounting methods and use these methods in making business recommendations.
- 6) Evaluate and consider the effects of alternate investment accounting techniques and prepare consolidated worksheets and financial statements.
- 7) Demonstrate appropriate written and verbal communication skills.
- 8) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 9) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC120	Payroll Accounting	3
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC170	Accounting Systems	3
AC190	Excel for Accounting	3
AC200	Intermediate Accounting I	4
AC250	Intermediate Accounting II	4
AC300	Intermediate Accounting III	4
AC310	Tax I	4
AC320	Audit I	4
AC330	Governmental and Not-For-Profit Accounting	4
AC341	Cost and Managerial Accounting	4
AC350	Tax II	4
AC372	Advanced Accounting	4
AC430	Tax III	4
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS440	Entrepreneurship	4
CL131	MS Office Professional I	3
FN300	Finance	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
Students will select eight credits from the following:		
AC410	Audit II	4
AC450	Certified Management Accounting Review	4
PD350	Practicum	4
<b>Total Core Minimum Credit Requirement</b>		<b>128</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics (required)	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics (required)	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>182</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

180 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Bachelor of Science in Business Administration degree program is to provide students with the knowledge, technical skills and work habits required for entry-level positions in business and to give them opportunities for career advancement. This program provides a balance of specialized education and credentials for career placement and advancement with effective communication, teamwork and critical thinking skills. Graduates may seek careers in private, public and government sectors in areas of management, marketing and finance. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 2) Prepare and present a marketing plan.
- 3) Analyze and make decisions related to financial management and capital budgeting.
- 4) Assess workplace compliance regulations.
- 5) Compare and contrast management and leadership attributes.
- 6) Develop strategies to make ethical decisions in workplace.
- 7) Demonstrate appropriate written and verbal communication skills.
- 8) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 9) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

<b>Class #</b>	<b>Class Name</b>	<b>Credits</b>
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS170	Customer Service Strategies	3
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
BS400	Strategic Planning	4
BS440	Entrepreneurship	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
FN300	Finance	4
HR300	Human Resource Management	4
HR440	Change Management	4
MK205	Marketing	4
MK225	Internet Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
Electives approved by dean of education/students and program chair		14
<b>Total Core Minimum Credit Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT-  
AGRICULTURAL BUSINESS**

180 Credit Hours

Students may enroll to take this program online or residually

**OBJECTIVES**

The objective of the Bachelor of Science in Business Management degree program is to provide in-depth training for individuals seeking entry- and mid-level employment in the field of business, introducing students to the process of management including planning, organizing, directing and controlling functions of running a business. The program prepares graduates to pursue career opportunities in emphasis areas and provide leadership in their areas of expertise. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Explain key agricultural business concepts.
- 2) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 3) Apply and evaluate key financial elements affecting agricultural business.
- 4) Analyze the advantages and disadvantages of using options, futures, and swaps as financial strategies.
- 5) Develop strategies to make ethical decisions in workplace.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

<b>Class #</b>	<b>Class Name</b>	<b>Credits</b>
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
Area of Emphasis: Agricultural Business		
AG100	Introduction to Agricultural Business	4
AG410	Agricultural Markets and Pricing	3
BS370	Sustainability and Green Technology	4
BS440	Entrepreneurship	4
FN300	Finance	4
FN450	Derivatives	4
MK220	Sales Management	3
MK345	Internet Marketing Strategy	4
Business electives approved by dean of education/students and program chair		7
<b>Total Core Minimum Credit Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT-  
FINANCE**

180 Credit Hours

Students may enroll to take this program online or residentially

**OBJECTIVES**

The objective of the Bachelor of Science in Business Management degree program is to provide in-depth training for individuals seeking entry- and mid-level employment in the field of business, introducing students to the process of management, including planning, organizing, directing and controlling functions of running a business. The program prepares graduates to pursue career opportunities in emphasis areas and provide leadership in their areas of expertise. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 2) Analyze and make decisions related to financial management and capital budgeting.
- 3) Summarize types of investment strategies and their related uses.
- 4) Analyze the advantages and disadvantages of using options, futures and swaps as financial strategies.
- 5) Develop strategies to make ethical decisions in the workplace.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

<b>Class #</b>	<b>Class Name</b>	<b>Credits</b>
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>Area of Emphasis: Finance</b>		
AC120	Payroll Accounting	3
FN300	Finance	4
FN420	Investments	4
FN450	Derivatives	4
FN480	Investment Portfolios	4
Business electives approved by dean of education/students and program chair		18
<b>Total Core Minimum Credit Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT-  
HOSPITALITY MANAGEMENT**

180 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Bachelor of Science in Business Management degree program is to provide in-depth training for individuals seeking entry- and mid-level employment in the field of business, introducing students to the process of management, including planning, organizing, directing and controlling functions of running a business. The program prepares graduates to pursue career opportunities in emphasis areas and provide leadership in their areas of expertise. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Explain key hospitality business concepts.
- 2) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 3) Prepare and present a marketing plan.
- 4) Examine legal aspects in hiring, supervising and retaining employees.
- 5) Develop strategies to make ethical decisions in the workplace.
- 6) Apply hospitality management concepts in the workplace.
- 7) Demonstrate appropriate written and verbal communication skills.
- 8) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 9) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>Area of Emphasis: Hospitality Management</b>		
HI100	Hospitality Management	4
HI300	Hospitality Service Strategies	4
HI310	Event Planning	4
HI330	Food Service Management	4
HR315	Labor Relations	4
HR350	Recruitment and Retention	4
MK330	Service Marketing	4
PD350	Practicum	4
Business electives approved by dean of education/students and program chair		5
<b>Total Core Minimum Credit Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT-  
HUMAN RESOURCE MANAGEMENT**

180 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Bachelor of Science in Business Management degree program is to provide in-depth training for individuals seeking entry- and mid-level employment in the field of business, introducing students to the process of management, including planning, organizing, directing and controlling functions of running a business. The program prepares graduates to pursue career opportunities in emphasis areas and provide leadership in their areas of expertise. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 2) Prepare and present a marketing plan.
- 3) Assess workplace compliance regulations.
- 4) Design and present a training document.
- 5) Develop strategies to make ethical decisions in workplace.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

<b>Class #</b>	<b>Class Name</b>	<b>Credits</b>
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>Area of Emphasis: Human Resource Management</b>		
BS311	Organizational Behavior	4
HR311	Employment Law	4
HR315	Labor Relations	4
HR350	Recruitment and Retention	4
HR400	Training and Development	4
HR440	Change Management	4
Business electives approved by dean of education/students and program chair		13
<b>Total Core Minimum Credit Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT-  
MARKETING**

180 Credit Hours

Students may enroll to take this program online or residually

**OBJECTIVES**

The objective of the Bachelor of Science in Business Management degree program is to provide in-depth training for individuals seeking entry- and mid-level employment in the field of business, introducing students to the process of management, including planning, organizing, directing and controlling functions of running a business. The program prepares graduates to pursue career opportunities in emphasis areas and provide leadership in their areas of expertise. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 2) Prepare and present a marketing plan.
- 3) Enhance internet marketing strategies using new or advanced technologies.
- 4) Examine legal aspects in hiring, supervising and retaining employees.
- 5) Develop comprehensive content strategies to drive increased performance and results of internet marketing activities.
- 6) Compare and contrast management and leadership attributes.
- 7) Develop strategies to make ethical decisions in the workplace.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>Area of Emphasis: Marketing</b>		
MC290	Web Analytics and Reporting	4
MK225	Internet Marketing	4
MK250	Internet Advertising	4
MK275	Social Media	4
MK285	Search Engine Optimization	4
MK335	Advanced Web Marketing	5
MK345	Internet Marketing Strategies	4
MK365	Conversion Optimization	4
MK405	Marketing Research	4
<b>Total Core Minimum Credit Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT-  
SALON AND SPA MANAGEMENT**

180 Credit Hours

Students may enroll to take this program online or residentially

**OBJECTIVES**

The objective of the Bachelor of Science in Business Management degree program is to provide in-depth training for individuals seeking entry- and mid-level employment in the field of business, introducing students to the process of management, including planning, organizing, directing and controlling functions of running a business. The program prepares graduates to pursue career opportunities in emphasis areas and provide leadership in their areas of expertise. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

**ELIGIBILITY**

For eligibility and acceptance in the Bachelors of Science in Salon and Spa Management degree program, a student must meet one of the following criteria:

- » Completion of a licensed cosmetology program. An applicant who is a graduate of a cosmetology program must hold a current cosmetology license.
- » Completion of an accredited massage therapy or body work program containing a minimum of either 40 quarter-credit hours or 750 contact hours. Applicants may satisfy a portion of the minimum contact hours through work experience or licensure.

An accredited massage therapy or body work program is one completed at an institution accredited by agencies recognized by the United States Department of Education or through state regulatory agencies. Applicants using work experience to qualify for admittance must submit the required forms and documentation to the academic services department for evaluation.

The goal of this program is to prepare graduates who are able to:

- 1) Establish policies and procedures for salon or spa management.
- 2) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 3) Prepare and present a marketing plan.
- 4) Develop strategies to make ethical decisions in the workplace.
- 5) Apply best-practices to customer service concepts.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2

**Area of Emphasis: Salon and Spa Management**

BS330	Salon and Spa Business Strategies	4
BS335	Trends in Salon and Spa Business	4
HR350	Recruitment and Retention	4
MK330	Service Marketing	4
PD350	Practicum	4

Credits applied from a licensed cosmetology school, accredited massage therapy program, accredited bodywork program, or electives approved by the dean of education/students and program chair

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**Total Core Minimum Credit Requirement**

126

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

180 Credit Hours

Students may enroll to take this program online or residentially

## OBJECTIVES

The objective of the Bachelor of Science in Criminal Justice degree program is to provide an understanding of the theories underlying law enforcement, judicial systems and correctional modalities within the context of social sciences. Students prepare for entry-level positions and advancement opportunities in a range of criminal justice positions including corrections officers, private security, protective services and investigator positions. This program provides a foundation for supervision, management and leadership. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

Employment as a law enforcement officer will require additional training as determined by your state's Peace Officer Standards and Training (POST) board.

The goal of this program is to prepare graduates who are able to:

- 1) Describe the societal influences on and the interaction among the three components of the criminal justice system.
- 2) Identify the key elements of an investigation.
- 3) Explain the theories of criminal behavior.
- 4) Analyze the balance between the needs of offenders versus the needs and expectations of the community.
- 5) Analyze the complexities of the American correctional system as they relate to treatment, counseling, probation, parole and victimology.
- 6) Compare and contrast public and private security strategies.
- 7) Develop strategies to make ethical decisions in the workplace.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
BS311	Organizational Behavior	4
BS325	Fraud Examination	4
CJ105	Introduction to Criminal Justice	4
CJ205	Introduction to Juvenile Justice	4
CJ215	Investigation: Processes and Procedures	4
CJ220	Security: Private, Local, State and Federal Governments	4
CJ262	Criminology	4
CJ275	Evidence-based Corrections	4
CJ285	Special Populations in Criminal Justice	4
CJ290	Security Threat Groups in Criminal Justice	4
CJ340	Drugs, Society and Criminal Justice	4
CJ360	Victimology	4
CJ430	Terrorism and Homeland Security	4
CL131	MS Office Applications 1	3
IT320	Cyber Forensics	4
LA100	Legal Terminology	4
LA185	Criminal Law and Procedure	3
LA198	Constitutional Issues	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2

Students in this program will choose one of the following two options:

### Option 1:

Students will select four credits from the following:

CJ480	Criminal Justice Capstone	4
or		
CJ499	Criminal Justice Internship	4

Electives from concentration or **additional electives as approved by dean of education/students and program chair**

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Electives approved by dean of education/students and program chair

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### Option 2:

Available only to students accepted and enrolled in CJ495:

CJ495	WI Police Academy Criminal Justice Internship*	16
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Electives from concentration or **additional electives as approved by dean of education/students and program chair**

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Electives approved by dean of education/students and program chair

8

## CHOICES FOR AREAS OF CONCENTRATION

### Community Supervision: Probation and Parole Concentration

CJ320	Correctional Counseling	4
CJ345	Case Management	5
CJ350	Probation and Parole	4
CJ355	Court Procedures for Community Supervision	5

### Criminal Justice Administration Concentration

BS180	Supervisory Management	4
CJ311	Comparative Criminal Justice Systems	5
CJ331	Criminal Justice Administration	5
BS380	Project Management	4

**Total Core Minimum Credit Requirement**

126

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required)^	4
NS116	College Algebra I (required)^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology (required)	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology (required)	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology (required)	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » The program does not fulfill Minnesota Peace Officer Standards and Training requirements. Please check the state's Peace Officer and Standards Training (POST) board requirements to ensure eligibility for this program.
- » Students enrolled in a Bachelor degree program are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus
- » \*CJ495 Wisconsin Police Academy Internship/Sponsorship criteria:
  - Available by application and acceptance only
  - Applicant must have a minimum of a 3.0 accumulative GPA
  - Applicants must be enrolled in a bachelor Criminal Justice degree at Globe University or Minnesota School of Business
  - Applicants must have completed Globe University/Minnesota School of Business AAS Criminal Justice degree or equivalent
  - Applicants must show evidence of completion of 40 hours of community or volunteer service
  - Application process includes an interview before a Globe University/Minnesota School of Business panel and community representatives
  - Applicants must be admitted to a Wisconsin police academy and recommended by the campus program chair
  - Upon acceptance, sponsorship includes payment by GEN of police academy tuition (\$2950.00-2014 rate)

## BACHELOR OF SCIENCE IN FORENSIC ACCOUNTING

180 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Bachelor of Science in Forensic Accounting degree program is to provide students with the knowledge, technical skills and professional habits required for entry-level positions and future advancement in accounting and specifically in detecting and preventing fraud. This program combines accounting skills with investigative, computer and legal skills to prepare students for careers in public, private and government sectors for assignments in preventing fraud. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Record business transactions according to Generally Accepted Accounting Principles (GAAP).
- 2) Prepare and analyze financial statements.
- 3) Research, explain, and apply federal tax rules and prepare tax returns.
- 4) Identify and apply audit methods and techniques used in practice today.
- 5) Evaluate and consider the effects of alternate investment accounting techniques and prepare consolidated worksheets and financial statements.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
AC200	Intermediate Accounting I	4
AC250	Intermediate Accounting II	4
AC300	Intermediate Accounting III	4
AC310	Tax I	4
AC320	Audit I	4
AC341	Cost and Managerial Accounting	4
AC350	Tax II	4
AC372	Advanced Accounting	4
AC410	Audit II	4
AC460	Fraud Examination Review	4
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS280	Business Law	5
BS325	Fraud Examination	4
CJ105	Introduction to Criminal Justice	4
CJ215	Investigation: Processes and Procedures	4
CL131	MS Office Professional I	3
FN300	Finance	4
IT135	Computing Fundamentals	4
IT315	Information Security	4
IT320	Cyber Forensics	4
LA100	Legal Terminology	4
NT242	Data and Networks	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2

**Students will select four credits from the following:**

AC430	Tax III	4
PD350	Practicum	4

**Total Core Minimum Credit Requirement****126**

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics (required)	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology (required)	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics (required)	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**OBJECTIVES**

The objective of the Bachelor of Science in Game and Application Development degree program is to provide students with skills and knowledge to design and produce entertaining applications and games for the Internet, World Wide Web, consoles or hand-held devices. Graduates are prepared to become entry-level software development professionals with coursework in game design, 3D modeling, animation, programming, mathematics, graphics, audio and production. Elective courses allow students to pursue particular topics of interest. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Document all aspects of formal game design.
- 2) Use software tools to design, model and apply textures to objects.
- 3) Draw, model and animate objects for computer games.
- 4) Create an application that simulates the behavior of and interaction among objects in motion.
- 5) Use industry standard tools and best practices in the development of interactive software.
- 6) Create a professional quality document that describes a concept and story for a computer game application.
- 7) Collaborate to produce an interactive multiplayer game in a team environment.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
BS200	Small Business Management	4
DB211	Database Design	4
DB311	Database Implementation	4
GA200	Introduction to the Game*	4
GA420	Game Project I*	4
GD163	Animation Fundamentals*	4
GD233	Matter and Motion*	4
GD235	Lighting and Textures*	4
GD273	Animation Software Tools*	4
GD325	Computer Graphics*	4
GD364	Multimedia Programming I*	4
GD374	Multimedia Programming II*	4
GD385	Simulating Physics with Software*	4
GD394	Software Engineering for Portables*	4
GD410	Storytelling and User Experience*	4
GD415	Three-Dimensional Characters*	4
GD420	Artificial Intelligence*	4
GD450	Game Production*	5
GD470	Portfolio*	4
GR110	Digital Imaging I	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
SD114	Introduction to Software Development	4
SD234	Programming I	4
SD254	Programming II	4
WD130	Basic Web Design	3
WD260	Web Technologies	4
WD364	Web Application Development I	4
	Core electives may be chosen from Information Technology or other media programs	8
	<b>Total Core Minimum Credit Requirement</b>	<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II (required)	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students enrolled in a Bachelor degree program are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

Students may enroll to take this program online or residually

## OBJECTIVES

The objective of the Bachelor of Science in Health Care Management degree program is to provide students with knowledge, analytical skills, and work habits required for positions in health care administration. The curriculum prepares graduates for entry-level management positions in human resources, financial, data collection and analysis, planning, marketing, and other administrative/management functions within public, private, and government health care organizations. General education requirements in the areas of communication, social science, natural science, and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Identify the impact of HIPAA (Health Insurance Portability and Accountability Act) on consumers, providers, and health care organizations.
- 2) Examine what contributes to the cost of health care and the revenue streams that pay for health care.
- 3) Explain and contrast health care plans from a global perspective in developed countries throughout the world.
- 4) Define the value of public health in protecting and enhancing the overall health of society.
- 5) Give presentation with accompanying technology.
- 6) Illustrate applications of health information management as it applies to health care and report on government requirements and costs associated with health information systems.
- 7) Examine the role and influence of governance within health care organizations.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments, and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
AC110	Accounting Principles I	4
BS105	Introduction to Business	5
BS311	Organizational Behavior	4
CL131	MS Applications I	3
CL256	MS Office Applications II	3
HM105	Public Health	4
HM110	US Health Systems	4
HM150	Health Politics and Policy	4
HM310	Hospital Administration	4
HM320	Ambulatory Care	4
HM330	Long-Term Care	4
HM326	Health Informatics	4
HM340	Compliance in Health Care	4
HM460	Governance	4
HM470	Case Studies in Health Care Administration	4
HM475	Capstone	5
HR300	Human Resource Management	4
HR311	Employment Law	4
MA100	Medical Terminology	4
MK205	Marketing	4
PD225	Applied Ethics	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2

Students will select a minimum of 32 credits as approved by the dean of education/students and program chair.

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### Total Core Minimum Credit Requirement

126

Selecting courses from one of the following lists creates a concentration in skills useful in the health care management field. In each case, only 32 credits need to be earned and all prerequisites need to be met.

Class #	Class Name	Credits
<b>Health Care Administration/Human Resources Concentration:</b>		
BS280	Business Law	5
BS380	Project Management	4
CM330	Technical Writing	4
HR315	Labor Relations	4
HR350	Recruitment and Retention	4
HR440	Change Management	4
MA174	Introduction to Administration	4
MA202	Coding and Billing I	3
MA272	Coding and Billing II	4
PD350	Practicum	4
<b>Accounting and Finance Concentration:</b>		
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC200	Intermediate Accounting I	4
AC250	Intermediate Accounting II	4
AC310	Tax I	4
AC320	Audit I	4
AC330	Governmental and Not-For-Profit Accounting	4
BS100	Business Mathematics	4
BS280	Business Law	5
BS380	Project Management	4
CM330	Technical Writing	4
FN300	Finance	4
PD350	Practicum	4

Class #	Class Name	Credits
<b>Information Technology Concentration:</b>		
CJ220	Security, Private, Local, State, and Federal Government	4
DB211	Database Design	4
DB311	Database Implementation	4
IT135	Computing Fundamentals	4
IT305	Systems Analysis Design	4
IT315	Information Security	4
IT435	Business Intelligence Systems	4
NT242	Data and Networks	4
SD114	Introduction to Software Development	4
SD234	Programming I	4
SD254	Programming II	4
WD130	Basic Web Design	3
PD350	Practicum	4
<b>Marketing and Sales Concentration:</b>		
BS380	Project Management	4
CM330	Technical Writing	4
MC290	Web Analytics and Reporting	4
MK230	Sales Management	3
MK225	Internet Marketing	4
MK260	Internet Advertising	4
MK275	Social Media	4
MK330	Service Marketing	4
MK405	Marketing Research	4
PD350	Practicum	4
<b>Management and Leadership Concentration:</b>		
AC150	Accounting Principles II	4
BS100	Business Mathematics	4
BS280	Business Law	5
BS320	Operations Management	4
BS440	Entrepreneurship	4
BS380	Project Management	4
CM330	Technical Writing	4
FN300	Finance	4
PD350	Practicum	4

## NOTES

- » Students will be expected to take some online coursework in this program.
- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required) ^	4
NS116	College Algebra I (required) ^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## BACHELOR OF SCIENCE IN HEALTH FITNESS SPECIALIST

180 Credit Hours

This program is offered online with the option of off-site seminars.

### OBJECTIVES

The objective of the Bachelor of Science in Health Fitness Specialist degree program is to provide students with industry knowledge and skills required for entry-level positions in the health, fitness and wellness industry. The curriculum combines scientific studies with material from leading industry experts. Elective seminars provide students with opportunities to earn nationally-recognized certifications. Advanced management courses provide skills necessary for career placement and advancement. This program prepares students for employment as managers, personal trainers and consultants, working in public, private and government settings including health clubs, commercial fitness centers, corporate fitness/wellness centers, university wellness/adult fitness centers, municipal/city recreation/family centers and worksite health-promotion organizations. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Identify anatomical structures, joint functions, and the mechanics of human movement.
- 2) Summarize the role of nutrition in promoting health and affecting body processes throughout the life cycle.
- 3) Select appropriate fitness assessments, interpret results and utilize data to design relevant exercise programs for various populations.
- 4) Predict anatomical and physiological responses to exercise.
- 5) Integrate web-based marketing tools to enhance client communication, increase sales and improve fitness program effectiveness.
- 6) Summarize and employ advanced concepts of sport psychology, nutrition, programming and administration.
- 7) Demonstrate appropriate written and verbal communication skills.
- 8) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 9) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

### CORE REQUIREMENTS

Class #	Class Name	Credits
BS105	Introduction to Business	5
BS200	Small Business Management	4
BS311	Organizational Behavior	4
CL131	MS Office Applications I	3
HR300	Human Resource Management	4
HS102	Introduction to Exercise Science	2
HS150	Kinesiology*	4
HS202	Biomechanics*	4
HS212	General Nutrition*	4
HS245	Fitness Analysis*	4
HS247	Exercise Prescription: Theory of Exercise*	4
HS254	Exercise Prescription for Special Populations*	4
HS265	Exercise Physiology*	4
HS301	Sports Psychology	4
HS302	Trends in Health, Fitness & Wellness	4
HS303	Worksite Health Promotion	4
HS304	Advanced Fitness Program Design*	4
HS317	Advanced Exercise Physiology*	4
HS322	Principles in Child Fitness	4
HS351	Externship Training*	6
MA100	Medical Terminology	4
MK205	Marketing	4
MK225	Internet Marketing	4
MK275	Social Media	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2

Students will select a minimum of 16 credits from the following courses or as approved by the dean of education/students and program chair:

HS310	Resistance Training Specialist†	4
HR311	Employment Law	4
HS320	Muscle Activation Techniques Jumpstart†	4
HR350	Recruitment and Retention	4
MK250	Internet Advertising	4
MK330	Service Marketing	4

**Total Core Minimum Credit Requirement 126**

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I (required)	4
NS150	Anatomy and Physiology II (required)	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » †Students will be expected to take some online coursework in this program.
- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Globe University – Woodbury campus students may take these courses at Life Time Fitness in St. Louis Park, Minnesota through an agreement that meets the schools' programmatic, local, state and national licensing and accreditation criteria. Approved courses taken at Life Time Fitness are not to exceed 25%.
- » †These elective courses have a practicum component/experience that is available in various locations nationwide. These courses will also be offered annually in Minnesota for residential and online students. In order to achieve certification in Resistance Training Specialist or Muscle Activation Techniques Jumpstart students must complete and pass a practical and written exam.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

180 Credit Hours

Students may enroll to take this program online or residually

**OBJECTIVES**

The objective of the Bachelor of Science in Information Technology (IT) degree program is to provide students with skills and knowledge to enter the workforce as IT professionals. Required coursework builds a broad base of skills with hardware, operating systems, web technologies, database technologies, networking, software development and security. Graduates are prepared to take on any entry-level position in the field of information technology including bench technicians, network technicians, network service administrators, user support specialists, systems analysts, information assurance and security specialists. Areas of concentration and elective courses allow students to focus on specific areas and develop the skills necessary to become leaders in their profession. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Troubleshoot and repair the configuration of a computer system.
- 2) Analyze a problem and identify and define the computing requirements appropriate to solve that problem.
- 3) Identify, analyze and consider user needs in the design of database solutions.
- 4) Develop a computer-based solution to meet business needs.
- 5) Analyze information security practices using an assessment model.
- 6) Develop and execute a project plan.
- 7) Develop strategies to make ethical decisions in information technology.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
BS105	Introduction to Business	5
BS170	Customer Service Strategies	3
BS380	Project Management	4
CJ220	Security: Private, Local, State and Federal Governments	4
CL131	MS Office Applications I	3
DB211	Database Design	4
DB311	Database Implementation	4
IT135	Computing Fundamentals	4
IT155	Computer Essentials	4
IT205	Operating Systems I	4
IT255	Operating Systems II	4
IT305	Systems Analysis and Design	4
IT315	Information Security	4
IT330	IT Service Management	4
IT335	Operating Systems III	4
IT415	Information Technology Capstone	4
IT435	Business Intelligence Systems	4
NT242	Data and Networks	4
NT272	Network Administration and Security	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
SD114	Introduction to Software Development	4
SD232	Scripting	4
WD130	Basic Web Design	3
Electives approved by dean of education/students and program chair		10

**AREAS OF CONCENTRATION**

Students will choose one of the following areas of concentration or 16 additional electives as approved by dean of education/students and program chair:

**Networking and Security**

IT425	Network Security Services	4
IT320	Cyber Forensics	4
NT322	Network Implementation Technologies	4
NT362	Network Infrastructure Administration	4

**Server Administration**

DB321	Database Server Administration	4
IT333	Network Application Services	4
IT340	Virtual Solutions	4
WD350	Web Servers	4

**Total Core Minimum Credit Requirement** 126

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING TECHNOLOGY

180 Credit Hours

## OBJECTIVES

The Bachelor of Science in Mechanical Engineering Technology degree program provides students with a practical engineering technology foundation by offering a comprehensive curriculum that includes engineering technology principles with hands-on experience in drafting, design, digital fabrication and experiments; plus, a survey of related management concepts. Graduates of this program are mechanical engineering technologists, prepared for multiple positions within mechanical and manufacturing companies, including but not limited to: manufacturing engineer, design engineer, mechanical designer, test engineer, sales engineer, plus, a range of positions that demand technical engineering skills. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

Students who have an associate degree in an engineering related discipline, such as drafting, engineering technology, or industrial design will receive transfer credit and may be exempt from taking any class in the bachelor's degree program that is also required for the Globe University/Minnesota School of Business AAS Engineering Drafting and Design degree program. The associate degree must meet the Transfer of Credit requirements as stated in the current GU/MSB catalog. To be eligible for transfer, associate degree coursework must include 60 specialization/technical and 30 general education quarter-hour credits (or semester-hour credit equivalencies). The degree must be granted by an approved institution as described in the transfer credit section of this catalog. A documented international transcript evaluation may be considered based on approval of academic services personnel. Additional courses may be required outside of the credits accepted through block transfer where prerequisites exist to create a foundation for further learning.

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate an appropriate mastery of the knowledge, techniques, skills and modern tools related to mechanical engineering technology.
- 2) Apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology problems that require the application of principles and applied procedures or methodologies.
- 3) Conduct standard tests and measurements; conduct, analyze, and interpret experiments; and apply experimental results to improve processes.
- 4) Apply creativity in the design of systems, components or processes for broadly-defined engineering technology problems appropriate to program educational objectives.
- 5) Function effectively on teams.
- 6) Identify, analyze and solve broadly-defined engineering technology problems.
- 7) Demonstrate an understanding of the need for and an ability to engage in self-directed continuing professional development.
- 8) Apply written, oral, and graphical communication in both technical and non-technical environments, and identify and use appropriate technical literature.
- 9) Demonstrate knowledge of the impact of engineering technology solutions in a societal and global context.
- 10) Demonstrate a commitment to quality, timeliness, and continuous improvement.
- 11) Demonstrate appropriate written and verbal communication skills.
- 12) Evaluate the quality of multiple viewpoints, arguments, and evidence and distinguish between fact and opinion.
- 13) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
BS105	Introduction to Business	5
BS380	Project Management	4
ED100	Engineering Drawings I	4
ED110	SolidWorks I	4
ED151	Dimensioning and Tolerancing I	3
ED160	SolidWorks II	4
ED170	Design for Manufacturing	4
ED180	SolidWorks III	4
ED200	Engineering Drawings II	4
ED210	Creo I	4
ED225	Dimensioning and Tolerancing II	3
ED230	Creo II	4
ED240	Product and Process Improvement	4
ED250	Creo III	4
EG270	Applied Statics and Strength of Materials	4
EG300	Introduction to Engineering Technology	2
EG320	Engineering Materials	4
EG345	Quality Standards and Principles	3
MET320	Manufacturing Processes	4
MET330	Electric Circuits Fundamentals	4
MET340	Experimental Methods for Engineering Technology	4
MET350	Fluid Power	4
MET360	Mechanical Tolerancing Analysis and GD&T	4
MET420	Mechanics	4
MET430	Machine Design	4
MET435	Finite Element Analysis	4
MET445	Digital Fabrication	4
MET450	Lean Manufacturing and Concurrent Engineering Design	4
MET460	Mechanical Design and Development	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
Students will select four credits from the following:		
MET480	Mechanical Engineering Technology Capstone	4
MET499	Mechanical Engineering Technology Internship	4
<b>Total Core Minimum Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II (required)	4
NS259	Pre-Calculus (required)	4
NS260	Calculus (required)	4
NS266	Physics I*** (required)	4
NS267	Physics II*** (required)	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**BACHELOR OF SCIENCE IN NURSING  
(BSN)**

181 Credit Hours

**OBJECTIVES**

The Bachelor of Science in Nursing degree program is designed to prepare students for entry-level professional practice and provides an educational climate that stimulates lifelong learning. Students, through an evidence-based curriculum framework, learn essential competencies necessary to provide nursing care and leadership within diverse health care settings. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

Graduates of the Bachelor of Science in Nursing degree program are eligible to sit for the National Council Licensure Exam for Registered Nurses (NCLEX-RN) exam and, upon licensure, for entry-level professional practice.

The baccalaureate degree program in nursing at Minnesota School of Business-Richfield is approved by the Minnesota Board of Nursing and accredited by the Commission on Collegiate Nursing Education, One DuPont Circle NW, Suite 530, Washington, DC 20036. (202) 887-6791.

The goal of this program is to prepare graduates who are able to:

- 1) Integrate nursing knowledge with the humanities, arts and sciences to provide holistic care within the practice of professional nursing.
- 2) Demonstrate effective critical thinking, communication, assessment and technical skills in the practice of professional nursing.
- 3) Collaborate with patients, health care providers and other members of the interdisciplinary team to assess, plan, implement and evaluate patient focused outcomes.
- 4) Advocate for the patients and consumers of health care within health care delivery systems.
- 5) Use knowledge of health promotion, risk reduction and disease prevention in providing holistic care to individuals, families, groups and communities.
- 6) Use knowledge of human diversity, global health care and information technology to promote the health care of individuals across the lifespan.
- 7) Apply research-based knowledge from nursing and the sciences as a foundation for evidence-based practice in maintaining, restoring and optimizing health.
- 8) Demonstrate values and ethical behaviors reflective of professional nursing practice.
- 9) Demonstrate self-awareness in identifying goals for life long professional development.
- 10) Incorporate leadership skills into the practice of professional nursing.
- 11) Demonstrate appropriate written and verbal communication skills.
- 12) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 13) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
MT165	Nutrition and Supplementation	3
MT166	Introduction to Pharmacology	3
PD260	Career Capstone	2
RN101	Essentials of Professional Nursing	6
RN152	Nursing Foundations <sup>1,2</sup>	6
RN154	Integrative Holistic Care	4
RN156	Health Promotion Across the Lifespan <sup>1,2</sup>	6
RN201	Care of the Adult in Illness I	6
RN202	Nursing Pharmacology <sup>1</sup>	4
RN203	Care of the Adult in Illness II	5
RN204	Nurse as Provider of Care <sup>1,2</sup>	8
RN206	Holistic Health Assessment <sup>1,2</sup>	4
RN302	Nurse as Provider and Coordinator of Care <sup>1,2</sup>	8
RN303	Family Health in Nursing	3
RN304	Health Care Issues Across the Lifespan	3
RN305	Care of Children <sup>2</sup>	7
RN306	Care of the Child Bearing Family <sup>2</sup>	7
RN307	Care of the Critically Ill Patient <sup>1</sup>	4
RN401	Behavioral Health Care <sup>2</sup>	7
RN403	Nursing Research and Evidence-Based Practice	3
RN404	Holistic End of Life Care <sup>2</sup>	4
RN405	Leadership and Management in Nursing <sup>2</sup>	7
RN408	Community Health Nursing <sup>2</sup>	7
RN409	Nursing Within a Global Community	3
RN413	Nursing Internship/Professional Role Development <sup>2</sup>	7
<b>Total Core Minimum Credit Requirement</b>		<b>127</b>

**NOTES**

- » <sup>1</sup> Lab sessions for these courses will be held in the skills lab located at the Richfield, MN campus.
- » <sup>2</sup> These courses include practicum (experiential learning) components and are held at an external site.
- » Students are responsible for providing their own reliable transportation when attending coursework at clinical sites.
- » All applications submitted will be reviewed by the dean of nursing and a committee for consideration for acceptance to the program. The nursing department reserves the right to select those with the best qualifications from applicants who meet the minimum requirements. Applicants will not be accepted to the nursing program without approval by the dean of nursing. Refer to nursing program entrance requirements.

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications (required)	4
CM210	Creative Writing	4
CM320	Writing and Research (required)	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology (required)**	4
NS140	Anatomy and Physiology I (required)**	4
NS150	Anatomy and Physiology II (required)**	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics (required)	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship (required)	2
SS116	Introduction to Psychology (required)	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology (required)	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>181</b>

## NOTES

- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*Nursing; students must complete these courses residentially at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## BACHELOR OF SCIENCE IN PARALEGAL

185 Credit Hours

Students may enroll to take this program online or residually

**OBJECTIVES**

The objective of the Bachelor of Science in Paralegal degree program is to provide comprehensive paralegal training that prepares graduates for entry-level work under the supervision of attorneys assisting in the delivery of legal services. Theoretical and practical coursework provides students with legal knowledge and related skills, including advanced computer-assisted research, chronological organization of events and issues in a case, checklist and procedure preparation for an appellate case and comparison of client and expert investigative interviews. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Interpret and apply legal terminology, principles and procedures.
- 2) Perform legal research and analysis.
- 3) Interpret and apply legal codes of ethics and rules of professional conduct to various law office scenarios.
- 4) Prepare legal documents and forms for various legal areas.
- 5) Demonstrate proficiency in computer technology for use in the law office setting.
- 6) Apply organizational and law office management skills.
- 7) Analyze alternatives to litigation for resolution of disputes and the role paralegals play in the process.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
BS180	Supervisory Management	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
HR311	Employment Law	4
IT135	Computing Fundamentals	4
IT320	Cyber Forensics	4
LA100	Legal Terminology	4
LA122	Introduction to the Legal Profession	4
LA155	Legal Research I	4
LA170	Real Estate	3
LA180	Torts	3
LA185	Criminal Law and Procedure	3
LA198	Constitutional Issues	4
LA205	Litigation I	4
LA215	Law Office Procedures and Technology	4
LA235	Contracts	3
LA240	Legal Writing I	4
LA265	Family Law	3
LA321	Probate Practice	3
LA323	Bankruptcy	3
LA325	Intellectual Property	4
LA328	Business Entities	4
LA405	Alternative Dispute Resolution	4
LA410	Legal Research II	4
LA420	Litigation II	4
LA425	Legal Writing II	4
LA499	BS Paralegal Internship	6
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2

Students will select a minimum of 16 credits from the following list of courses or as approved by the dean of students/education and program chair. Students may choose to concentrate on Electronic Discovery by selecting those classes as their chosen electives.

AC110	Accounting Principles I	4
BS311	Organizational Behavior	4
BS325	Fraud Examination	4
CJ105	Introduction to Criminal Justice	4
CJ205	Introduction to Juvenile Justice	4
IT320	Cyber Forensics	4
LA201	American Legal Systems	3
LA305	Interviewing and Investigation	4
LA245	Fundamentals of Electronic Discovery	4
LA251	Electronic Discovery Technology User Experience	4
LA285	Electronic Discovery Rules and Compliance	4
LA355	Advanced Electronic Discovery and Project Management	4
MA100	Medical Terminology	4

**Total Core Minimum Credit Requirement 126**

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required)^	4
NS116	College Algebra I (required)^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## BACHELOR OF SCIENCE IN SOFTWARE APPLICATION DEVELOPMENT

180 Credit Hours

Students may enroll to take this program online or residentially.

## OBJECTIVES

The objective of the Bachelor of Science Degree Program in Software Application Development is to provide students with a broad base of skills and knowledge in software development, programming, database technologies, operating systems, web technologies and mobile applications development needed for developing, testing and maintaining reliable and efficient software solutions that satisfy customer defined requirements. Graduates are prepared to take on entry-level positions in the field of Software Application Development involving the design, development and implementation of software-based solutions and products as software developers, mobile application developers, programmers, web application developers, software applications analysts. Required coursework includes software application development, programming, web application development, mobile application security, software engineering, database design and quality assurance and testing. Elective courses allow students to focus on specific areas and develop the skills necessary to become leaders in their profession. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Analyze a problem and identify and define the computing requirements appropriate to solve that problem.
- 2) Apply best-practices to customer service concepts.
- 3) Develop and execute a project plan.
- 4) Demonstrate an understanding of mobile device operating systems.
- 5) Apply usability guidelines while designing and prototyping a quality user interface.
- 6) Identify, analyze and consider user needs in the design of a database and implement a database solution.
- 7) Create a professional website that operates with a database.
- 8) Work on a team to produce an interactive software application.
- 9) Design, develop, test, package and publish a software application.
- 10) Design a test plan and implement quality assurance testing for a software applications.
- 11) Develop a business wireless security policy including securing mobile application settings and permissions.
- 12) Develop strategies to make ethical decisions in informational technology.
- 13) Demonstrate appropriate written and verbal communication skills.
- 14) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 15) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
BS105	Introduction to Business	5
BS170	Customer Service Strategies	3
BS380	Project Management	4
CJ220	Security: Private, Local, State and Federal Governments	4
CL131	MS Office Applications I	3
DB211	Database Design	4
DB311	Database Implementation	4
GD364	Multimedia Programming I	4
IT135	Computing Fundamentals	4
IT165	Mobile Operating Systems	4
IT320	Cyber Forensics	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
SD114	Introduction to Software Development	4
SD215	Software User Experience	4
SD234	Programming I	4
SD242	Mobile Application Development I	4
SD254	Programming II	4
SD256	Mobile Applications Security	4
SD315	Software Engineering for Mobile Devices	4
SD330	Software Quality Assurance and Testing	4
SD352	Mobile Application Development II	4
WD130	Basic Web Design	3
WD260	Web Technologies	4
WD364	Web Application Development I	4

Electives approved by dean of education/students and program chair 22

**Total Core Minimum Credit Requirement 126**

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## BACHELOR OF SCIENCE IN VETERINARY TECHNOLOGY MANAGEMENT

191 Credit Hours

## OBJECTIVES

The objectives of the Bachelor of Science in Veterinary Technology Management degree program are to provide advanced educational opportunities within the veterinary technology profession, encourage lifelong learning among veterinary technology students, and provide training beyond entry-level skills. Students will also prepare for the Veterinary Technician National Examination (VTNE). Graduates prepare for employment in small animal hospitals, equine practices, animal research labs, and mobile vet services. General education requirements in the areas of communication, social science, natural science, and humanities provide analytical and communication skills as well as a global perspective of diverse cultures. The focus of the upper-level classes in this program is on knowledge and abilities most valuable for employment in a small-animal hospital, including certain management functions.

A student who has an associate degree in veterinary technology from an AVMA accredited program and a current veterinary technician certification will receive transfer credit and be exempt from taking any class in the bachelor's degree program that is also required for the Globe University/Minnesota School of Business AAS Veterinary Technology degree program.

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate proficiency in essential veterinary technology skills.
- 2) Demonstrate comprehension in the following veterinary areas: pharmacology; surgical preparation, assisting and anesthesia; dentistry; laboratory procedures; animal care and nursing; diagnostic imaging; and basic animal physiology.
- 3) Record patient medical information using appropriate veterinary medical terminology.
- 4) Differentiate between normal and abnormal physical status in common animal species and take appropriate corrective measures where indicated.
- 5) Accurately calculate, dispense, and explain dosages of medications.
- 6) Use appropriate professional behavior in the clinical setting.
- 7) Apply legal and ethical concepts to the business of veterinary service delivery.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments, and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
BS105	Introduction to Business	5
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
VT103	Veterinary Calculations	2
VT106	Introduction to Veterinary Technology	4
VT117	Introduction to Laboratory Skills	3
VT147	Basic Concepts in Physiology and Pharmacology	3
VT154	Body System Anatomy and Physiology	4
VT176	Veterinary Pharmacology	4
VT181	Imaging	3
VT211	Hematology	3
VT217	Parasitology	3
VT222	Lab Animals, Exotics and Pocket Pets	3
VT232	Advanced Laboratory Skills	3
VT236	Small Animal Nutrition and Nursing	4
VT244	Animal Disease	3
VT250	Anesthesiology†	4
VT256	Small Animal Surgical Assisting‡	4
VT267	Dentistry and Clinical Practices	4
VT276	Large Animals	5
VT296	Certified Veterinary Technician Review	3
VT298	Veterinary Clinical Training	9
VT330	Shelter Medicine	4
VT360	Small Animal Behavior	4
VT390	Veterinary Practice Management	4
VT410	Emergency and Critical Care	4
VT440	Small Animal Physical Therapy	4
VT450	Advanced Dentistry	4
VT470	Integrative Medicine	4

Students will select 20 credits from the following courses or as approved by the dean of education/students and program chair:

BS170	Customer Service Strategies	3
BS200	Small Business Management	4
BS280	Business Law	5
CM320	Writing and Research	4
CM330	Technical Writing	4
BS320	Operations Management	4
HR300	Human Resource Management	4
HR311	Employment Law	4
HR350	Recruitment and Retention	4
MK225	Internet Marketing	4
MK275	Social Media	4
PD225	Applied Ethics	4

**Total Core Minimum Credit Requirement**

**137**

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology (required)	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>191</b>

## NOTES

- » These courses are only offered on the day schedule and will not be scheduled to begin after 4:00 p.m.
- » † GU/MSB does not allow transfer credits for the following courses: VT222 Lab Animals, Exotics and Pocket Pets, VT256 Small Animal Surgical Assisting, VT267 Dentistry and Clinical Practices and VT276 Large Animals.
- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN ACCOUNTING AND TAX SPECIALIST

102 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Associate in Applied Science in Accounting and Tax Specialist degree program is to prepare graduates for entry-level positions in the accounting field by giving students a thorough understanding of standard accounting practices with an emphasis on the skills needed by accounting practitioners: financial accounting, taxation and business consulting. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Record business transactions according to Generally Accepted Accounting Principles (GAAP).
- 2) Prepare and analyze financial statements.
- 3) Calculate and maintain payroll records.
- 4) Use accounting software to maintain accounting records and prepare financial statements.
- 5) Research, explain, and apply federal tax rules and prepare tax returns.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC120	Payroll Accounting	3
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC170	Accounting Systems	3
AC190	Excel for Accounting	3
AC200	Intermediate Accounting I	4
AC250	Intermediate Accounting II	4
AC310	Tax I	4
AC350	Tax II	4
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS280	Business Law	5
BS325	Fraud Examination	4
CL131	MS Office Professional I	3
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>Total Core Minimum Credit Requirement</b>		<b>72</b>
<b>Total Program Minimum Credit Requirement</b>		<b>102</b>

**GENERAL EDUCATION REQUIREMENTS**

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics (required)	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>102</b>

**NOTES**

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN ANIMAL AND EQUINE SCIENCE

90 Credit Hours

## OBJECTIVES

The objective of the Associate in Applied Science Animal and Equine Science program is to provide the student with preparation for entry-level employment in an animal/equine career field. Preparation for a technical occupation focused on the operation/management of animal/equine functions within a range of agricultural environments. General education requirements in the areas of communication, social science, natural science, and humanities provide analytical and communication skills as well as a global perspective of diverse cultures. Program graduates will be prepared to plan, direct, coordinate, and support the operation/management of farms, ranches or other agricultural-related industries, including equine and animal training for harness, riding, and security, and other performance and farm/ranch functions.

The goal of this program is to prepare graduates who are able to:

- 1) Explain key agriculture business concepts.
- 2) Demonstrate comprehension of essential farm and ranch animal science topics.
- 3) Demonstrate proficiency in the following equine areas: horsemanship and basic equine care and training.
- 4) Recognize functional and nonfunctional farm/ranch animal reproductive performance.
- 5) Assess critical contemporary issues that impact a range of agriculture: animal/equine industries.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments, and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
AG100	Introduction to Agriculture Business	4
AG120	Introduction to Animal Science	4
AG230	Animal Genetics and Reproduction	4
EQ120	Equine Management *	4
EQ135	Introduction to Horsemanship *	3
EQ155	Intermediate Horsemanship *	4
EQ235	Advanced Horsemanship *	4
EQ245	Lameness and Hoof Care	4
EQ270	Equine Business and Law	4
EQ290	Equine Evaluation and Instruction	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
VT147	Basic Concepts in Physiology and Pharmacology	3
VT154	Body System Anatomy and Physiology	4
<b>Total Core Minimum Credit Requirement</b>		<b>90</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology (required)	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required)^	4
NS116	College Algebra I (required)^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship (required)	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>93</b>

## NOTES

- » \*Indicates course includes required applied learning at an external local cooperative (CO-OP) site. Students are responsible for providing their own transportation when attending coursework at a CO-OP site.
- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or (FW052) II based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN ARCHITECTURAL DRAFTING AND DESIGN

90 Credit Hours

## OBJECTIVES

The objective of the Associate in Applied Science In Architectural Drafting and Design degree program is to provide the technical background required of an architectural CAD drafter in both the residential and commercial drafting fields. It combines the necessary skill training, mathematics, and technical knowledge to prepare students for an entry-level architectural CAD position and gives them a strong base to enable advancement in the industry. This program is designed to simulate architectural office experiences. General education requirements in the areas of communication, social science, natural science, and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Create a complete set of residential or commercial working drawings for a given project that meet industry standards and comply with code in the allotted time.
- 2) Identify and apply various residential and commercial construction materials and building methods.
- 3) Check drawings for completeness and accuracy, modifying drawings per red lined feedback.
- 4) Produce a material take-off by accurately interpreting drawings and calculating material quantities and costs.
- 5) Describe LEED as it relates to project and professional certification.
- 6) Utilize design concepts to create presentation drawings for defined programs.
- 7) Work as a team member to gather data and create drawing per industry standards.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments, and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
AR100	Materials and Methods I	3
AR110	AutoCAD I	5
AR151	Residential Construction Drawings I	4
AR155	Introduction to Green Building and LEED	2
AR160	Residential Building Codes and Estimating	3
AR170	Residential Construction Drawings II	5
AR200	Materials and Methods II	3
AR210	Building Information Modeling Using Revit	5
AR225	Commercial Drawing and Field Documentation	5
AR230	Commercial Building Codes and Estimating	3
AR242	Building Systems	3
AR260	Advanced Commercial Construction Drawings	5
EG270	Applied Statics and Strength of Materials	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
<b>Total Core Minimum Credit Requirement</b>		<b>60</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II (required)	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I*** (required)	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>90</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

Students may enroll to take this program online or residually.

## OBJECTIVES

The objectives of the Associate in Applied Science in Business Administration degree program are to provide knowledge of the fundamental principles of business methods and to prepare students for entry-level work in management, marketing or recordkeeping. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Explain basic business concepts.
- 2) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 3) Prepare and present a marketing plan.
- 4) Examine legal aspects in hiring, supervising and retaining employees.
- 5) Demonstrate appropriate written and verbal communication skills.
- 6) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 7) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
AC110	Accounting Principles I	4
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS170	Customer Service Strategies	3
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
CL131	MS Office Applications 1	3
MK205	Marketing	4
MK225	Internet Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
Electives approved by dean of education/students and program chair		4
<b>Total Core Minimum Credit Requirement</b>		<b>62</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>92</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN CRIMINAL JUSTICE

90 Credit Hours

## OBJECTIVES

The objective of the Associate in Applied Science in Criminal Justice degree program is to provide an understanding of the theories underlying law enforcement, judicial systems and correctional modalities within the context of social sciences. Program graduates prepare for entry-level positions in a range of criminal justice positions including corrections officers, private security, protective services and investigator positions. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

Employment as a law enforcement officer will require additional training as determined by your state's Peace Officer Standards and Training (POST) board.

The goal of this program is to prepare graduates who are able to:

- 1) Describe the societal influences on and the interaction among the three components of the criminal justice system.
- 2) Identify the key elements of an investigation.
- 3) Explain the theories of criminal behavior.
- 4) Analyze the balance between the needs of offenders versus the needs and expectations of the community.
- 5) Demonstrate appropriate written and verbal communication skills.
- 6) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 7) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
CJ105	Introduction to Criminal Justice	4
CJ205	Introduction to Juvenile Justice	4
CJ215	Investigation: Processes and Procedures	4
CJ220	Security: Private, Local, State and Federal Governments	4
CJ262	Criminology	4
CJ275	Evidence-based Corrections	4
CJ285	Special Populations in Criminal Justice	4
CJ290	Security Threat Groups in Criminal Justice	4
CL131	MS Office Applications 1	3
LA100	Legal Terminology	4
LA185	Criminal Law and Procedure	3
LA198	Constitutional Issues	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>Total Core Minimum Credit Requirement</b>		<b>60</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required)^	4
NS116	College Algebra I (required)^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
^Students must complete either SS116 or SS205		
SS103	Global Citizenship	2
SS116	Introduction to Psychology (required)^	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology (required)^	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>90</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » The program does not fulfill Minnesota Peace Officer Standards and Training requirements. Please check the state's Peace Officer and Standards Training (POST) board requirements to ensure eligibility for this program.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN DIGITAL VIDEO AND MEDIA PRODUCTION

97 Credit Hours

## OBJECTIVES

The objective of the Associate in Applied Science in Digital Video and Media Production degree program is to provide students with a thorough understanding of digital video and HD production including scripting, storyboarding, camera operation, lighting, sound, editing, motion graphics, color grading, and DVD design and authoring. Graduates gain skills needed for entry-level employment as scriptwriters, storyboard artists, camera operators, sound assistants, lighting assistants, production assistants, video editors, motion graphic developers, DVD designers and production developers. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate the skills to effectively light, shoot and edit a quality video production.
- 2) Demonstrate story development, visual storytelling and storyboard creation techniques.
- 3) Edit video and audio to effectively convey a concept or story using a nonlinear editing system.
- 4) Create professional quality motion graphics.
- 5) Produce a professional quality media portfolio.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
DV102	Introduction to Mac OS and Photoshop†	4
DV105	Basic Idea Development and Storyboarding†	4
DV111	Camera Operations and Basic Editing†	4
DV150	Photoshop for NLE†	4
DV160	Advanced Idea Development and Storyboarding†	4
DV165	Field Production and Lighting†	4
DV171	Digital Video Editing FCP†	4
DV181	Audio for Video and Film†	4
DV200	Visual Effects†	4
DV216	Production Management†	4
DV221	Script Writing for Video and Film†	4
DV235	Digital Video Editing AVID†	4
DV240	Color Grading†	4
DV252	Demo Reel Production†	4
DV270	Internship†	6
DV315	Advanced Field Production†	4
PD255	Career Capstone	1
<b>Total Core Minimum Credit Requirement</b>		<b>67</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required)^	4
NS116	College Algebra I (required)^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship (required)	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>97</b>

## NOTES

- » †Courses will be taught only at 4545 West 77th Street, Edina, MN, an additional space location.
- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN ENGINEERING DRAFTING AND DESIGN

90 Credit Hours

## OBJECTIVES

The objective of the Associate in Applied Science in Engineering Drafting and Design degree program is to provide experience in creating the CAD drawings required to describe the design of mechanical products. It combines the necessary skill training, mathematics, and technical knowledge to prepare students for an entry-level engineering CAD position and gives them a strong base to enable advancement in the field. The program is designed to mirror industry. General education requirements in the areas of communication, social science, natural science, and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Create concept and detail sketches that quickly and effectively communicate ideas or designs.
- 2) Complete engineering change orders to given specs, modifying parts and drawings in a manner that accurately reflects the change requested and maintains or improves model integrity.
- 3) Prioritize, organize and manage one's own work.
- 4) Efficiently and effectively model components that accurately reflect the assembly and manufacture of the component.
- 5) Produce working drawings of components and assemblies that meet drafting standards.
- 6) Work as a team member to gather data from appropriate resources to produce acceptable working drawings on time.
- 7) Describe how to improve the cost effectiveness of products and processes through standardization, material and process selection, and tolerancing.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments, and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
ED100	Engineering Drawings I	4
ED110	SolidWorks I	4
ED151	Dimensioning and Tolerancing I	3
ED160	SolidWorks II	4
ED170	Design for Manufacturing	4
ED180	SolidWorks III	4
ED200	Engineering Drawings II	4
ED210	Creo I	4
ED225	Dimensioning and Tolerancing II	3
ED230	Creo II	4
ED240	Product and Process Improvement	4
ED250	Creo III	4
EG270	Applied Statics and Strength of Materials	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
<b>Total Core Minimum Credit Requirement</b>		<b>60</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II (required)	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I*** (required)	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>90</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN GAME AND APPLICATION DEVELOPMENT

90 Credit Hours

**OBJECTIVES**

The objective of the Associate in Applied Science in Game and Application Development degree program is to provide students with skills and knowledge to create applications and games for the Internet or World Wide Web. Graduates prepare to become entry-level application development specialists with coursework in design, 3D modeling, animation, programming, mathematics, graphics and audio. Elective courses allow students to pursue their personal areas of interest. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Document all aspects of formal game design.
- 2) Use software tools to design, model and apply textures to objects.
- 3) Draw, model, and animate objects for computer games.
- 4) Use industry standard tools and best practices in the development of interactive software.
- 5) Demonstrate appropriate written and verbal communication skills.
- 6) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 7) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
CL131	MS Office Applications I	3
GA200	Introduction to the Game*	4
GA420	Game Project I*	4
GD163	Animation Fundamentals*	4
GD235	Lighting and Textures*	4
GD273	Animation Software Tools*	4
GR110	Digital Imaging I	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
SD114	Introduction to Software Development	4
SD234	Programming I	4
SD254	Programming II	4
WD130	Basic Web Design	3

Students will select eight credits from the following or as approved by the dean of education/students and program chair:

BS200	Small Business Management	4
DB211	Database Design	4
DB311	Database Implementation	4
GD233	Matter and Motion*	4
GD325	Computer Graphics*	4
GD364	Multimedia Programming I*	4
GD374	Multimedia Programming II*	4
GD394	Software Engineering for Portables*	4
WD260	Web Technologies	4

**Total Core Minimum Credit Requirement 60**

**GENERAL EDUCATION REQUIREMENTS**

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4

<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4

<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II (required)	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4

<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4

**Total General Education Minimum Credit Requirement 30**

**Total Program Minimum Credit Requirement 90**

**NOTES**

» Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.

» \*Offered only at the Richfield, MN campus.

» \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN HEALTH FITNESS SPECIALIST

92 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Associate in Applied Science in Health Fitness Specialist degree program is to provide students with industry knowledge and skills required for entry-level positions in the health, fitness and wellness industry. This program will prepare students for employment as personal trainers and consultants, working in public, private and government settings including health clubs, commercial fitness centers, corporate fitness/wellness centers, university wellness/adult fitness centers, municipal/city recreation/family centers and worksite health promotion organizations. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Identify anatomical structures, joint functions and the mechanics of human movement.
- 2) Summarize the role of nutrition in promoting health and affecting body processes throughout the life cycle.
- 3) Select appropriate fitness assessments, interpret results and utilize data to design relevant exercise programs for various populations.
- 4) Predict anatomical and physiological responses to exercise.
- 5) Prepare and present a marketing plan.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
BS105	Introduction to Business	5
CL131	MS Office Applications I	3
HS102	Introduction to Exercise Science	2
HS150	Kinesiology	4
HS202	Biomechanics	4
HS212	General Nutrition	4
HS245	Fitness Analysis	4
HS247	Exercise Prescription: Theory of Exercise	4
HS254	Exercise Prescription for Special Populations	4
HS265	Exercise Physiology	4
HS351	Externship Training	6
MA100	Medical Terminology	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
<b>Total Core Minimum Credit Requirement</b>		<b>62</b>

**GENERAL EDUCATION REQUIREMENTS**

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I (required)	4
NS150	Anatomy and Physiology II (required)	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>92</b>

**NOTES**

- » †Students will be expected to take some online coursework in this program.
- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN INFORMATION TECHNOLOGY

94 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Associate in Applied Science in Information Technology degree program is to provide students with the breadth of skills and knowledge to be prepared to administer information technology solutions in a business environment. Graduates prepare to become entry-level information technology professionals with coursework in operating systems, networking, security and database technologies. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Troubleshoot and repair the configuration of a computer system.
- 2) Analyze a problem and identify and define the computing requirements appropriate to solve that problem.
- 3) Identify, analyze, and consider user needs in the design of database solutions.
- 4) Apply best practices to customer service concepts.
- 5) Demonstrate appropriate written and verbal communication skills.
- 6) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 7) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.
- 8) Install and configure an operating system to meet specific requirements in a networked environment.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
BS170	Customer Service Strategies	3
CJ220	Security: Private, Local, State and Federal Government	4
CL131	MS Office Applications I	3
DB211	Database Design	4
IT135	Computing Fundamentals	4
IT155	Computer Essentials	4
IT205	Operating Systems I	4
IT255	Operating Systems II	4
NT242	Data and Networks	4
NT272	Network Administration and Security	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
SD114	Introduction to Software Development	4
SD232	Scripting	4
	Electives approved by dean of education/students and program chair	4
	<b>Total Core Minimum Credit Requirement</b>	<b>64</b>

**GENERAL EDUCATION REQUIREMENTS**

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
	<b>Total General Education Minimum Credit Requirement</b>	<b>30</b>
	<b>Total Program Minimum Credit Requirement</b>	<b>94</b>

**NOTES**

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## OBJECTIVES

The objectives of the Associate in Applied Science in Interactive Media and Graphic Design degree program are to provide students with skills necessary for entry-level employment in advertising design and production, graphic design, print layout production and web page production and to provide knowledge in basic computer operation, production software, business and project planning from conception to completion. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Identify and define the elements and principles of design.
- 2) Create graphic designs that use effective typography, style sheets and grids.
- 3) Use color and design effectively in both print and web projects.
- 4) Professionally employ image editing, page layout, vector software and web development software to create print and web file output.
- 5) Create and employ a professional quality website.
- 6) Describe each step in the production of a typical printed piece from concept through printing and evaluate the qualities of the various printing processes.
- 7) Prepare and present a design brief.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
CL131	Introduction to Microsoft Office Professional	3
GR101	Applied Color Theory	4
GR110	Digital Imaging I	4
GR122	Typography and Composition	4
GR131	Design Fundamentals	4
GR141	Conceptual Drawing and Design	4
GR155	Digital Imaging II	4
GR181	Page Layout	4
GR211	Basic Web Delivery	4
GR225	Digital Studio	4
GR251	Web Studio	4
GR285	Professional Portfolio	5
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
SD212	Flash Techniques	5
WD130	Basic Web Design	3
<b>Total Core Minimum Credit Requirement</b>		<b>66</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4

Class #	Class Name	Credits
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4

Class #	Class Name	Credits
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required)^	4
NS116	College Algebra I (required)^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4

Class #	Class Name	Credits
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4

**Total General Education Minimum Credit Requirement** 30

**Total Program Minimum Credit Requirement** 96

## NOTES

- » Students may be required to complete Foundations of Mathematics I and/or II and Foundations of Writing I and/or II based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

Students may enroll to take this program online or residually.

## OBJECTIVES

The objectives of the Associate in Applied Science in Internet Marketing degree program are to prepare students for entry-level employment as internet marketing professionals, to introduce students to the process of marketing and sales strategy development, to provide skills for organizational management and to be successful as independent business owners. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Explain basic business concepts.
- 2) Apply best-practices to customer service concepts.
- 3) Prepare and present a marketing plan.
- 4) Manage pay-per-click (PPC) platforms, strategies, and campaigns to increase inquiry to sales conversion.
- 5) Monitor the impact of social media advertising and promotions on a business' return on its investment (ROI).
- 6) Prepare an SEO strategic development plan.
- 7) Enhance internet marketing strategies using new or advanced technologies.
- 8) Develop comprehensive content strategies to drive increased performance and results of internet marketing activities.
- 9) Apply best practices to the development of web landing pages, calls-to-action (CTA), and other campaigns to maximize conversation rates and sales.
- 10) Create an analytics dashboard to measure the effectiveness of SEO, brand building, social engagement, and other key performance indicators (KPIs).
- 11) Demonstrate appropriate written and verbal communication skills.
- 12) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 13) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
BS105	Introduction to Business	5
BS170	Customer Service Strategies	3
CL131	MS Office Applications I	3
MC290	Web Analytics and Reporting	4
MK205	Marketing	4
MK220	Sales Management	3
MK225	Internet Marketing	4
MK250	Internet Advertising	4
MK275	Social Media	4
MK285	Search Engine Optimization	4
MK335	Advanced Web Marketing	5
MK345	Internet Marketing Strategies	4
MK365	Conversion Optimization	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
<b>Total Core Minimum Credit Requirement</b>		<b>61</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>91</b>

## NOTES

» Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.

» \*Offered only at the Richfield, MN campus.

» \*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN LOGISTICS MANAGEMENT

90 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Associate in Applied Science in Logistics Management degree program is to prepare students, with a transportation business foundation that extends their self-selected applied emphasis in either truck driving or heavy equipment operations, for further advancement towards potential managerial and other transportation-related career opportunities. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Prepare a supply chain logistics management proposal.
- 2) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 3) Prepare and present a marketing plan.
- 4) Develop a logistics strategy.
- 5) Demonstrate appropriate written and verbal communication skills.
- 6) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 7) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC120	Payroll Accounting	3
BS105	Introduction to Business	5
BS170	Customer Service Strategies	3
BS200	Small Business Management	4
BS230	Logistics Management	4
BS280	Business Law	5
BS360	Supply Chain Management	4
CL131	MS Office Applications I	3
MK205	Marketing	4
MK220	Sales Management	3
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
Electives approved by the dean of education/students and program chair		8
<b>Total Core Minimum Credit Requirement</b>		<b>60</b>

**GENERAL EDUCATION REQUIREMENTS**

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total program Minimum Credit Requirement</b>		<b>90</b>

**NOTES**

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN MANAGEMENT ACCOUNTING

94 Credit Hours

Students may enroll to take this program online or residually.

**OBJECTIVES**

The objective of the Associate in Applied Science in Management Accounting degree program is to prepare graduates for entry-level employment by providing students with a thorough understanding of standard accounting practices and general business fundamentals. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Record business transactions according to Generally Accepted Accounting Principles (GAAP).
- 2) Prepare and analyze financial statements.
- 3) Calculate and maintain payroll records.
- 4) Use accounting software to maintain accounting records and prepare financial statements.
- 5) Demonstrate appropriate written and verbal communication skills.
- 6) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 7) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC120	Payroll Accounting	3
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC170	Accounting Systems	3
AC190	Excel for Accounting	3
AC200	Intermediate Accounting I	4
AC250	Intermediate Accounting II	4
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS280	Business Law	5
BS325	Fraud Examination	4
CL131	MS Office Applications I	3
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>Total Core Minimum Credit Requirement</b>		<b>64</b>

**GENERAL EDUCATION REQUIREMENTS**

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4

Class #	Class Name	Credits
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4

Class #	Class Name	Credits
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4

Class #	Class Name	Credits
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics (required)	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4

**Total General Education Minimum Credit Requirement** 30

**Total Program Minimum Credit Requirement** 94

**NOTES**

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN MASSAGE THERAPY

90 Credit Hours

## OBJECTIVES

The objectives of the Associate in Applied Science in Massage Therapy degree program are to provide students with skills and knowledge for entry-level employment as massage therapists and to provide knowledge and skills in advanced massage techniques. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

Graduates are eligible to take a certification exam offered by the National Certification Board of Therapeutic Massage and Bodywork (NCBTMB) and/or the MBLEx licensing exam offered by the Federation of States Massage Therapy Board (FSMTB). Students and graduates are eligible for membership in professional associations including the American Massage Therapy Association (AMTA) and the Association of Bodywork and Massage Professionals (ABMP).

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate industry appropriate entry- and advanced-level massage and bodywork techniques through hands-on application.
- 2) Identify appropriate client condition for massage or bodywork.
- 3) Assess client movement and behavior and develop industry appropriate massage and bodywork treatment plans.
- 4) Exhibit industry specific personal and professional boundaries in the work setting.
- 5) Identify the massage therapy licensing laws, rules and regulations specific to the student's state of residence.
- 6) Explain compliancy rules in regards to health regulatory agencies and universal health precautions.
- 7) Analyze basic anatomy, physiology, pathology and kinesiology concepts in relation to massage and bodywork.
- 8) Demonstrate appropriate written and verbal communication skills
- 9) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
HS150	Kinesiology†‡	4
HS265	Exercise Physiology‡	4
MS115	Swedish Massage	3
MS151	Pathology for Massage Therapists‡	4
MS155	Pregnancy/Special Populations Massage	3
MS156	Myofascial Release	3
MS157	Hot Stone Massage/Spa Techniques	3
MS272	Deep Tissue and Sports Massage	4
MS273	Deep Tissue and Sports Massage Clinic	2
MS245	Anatomy and Physiology for Massage	4
MS258	Introduction to Thai/Energy Work	2
MS271	Massage Clinical Practicum	1
MS285	Condition Specific Assessment Strategies	3
MS290	Integrative Case Study Analysis	3
MS301	Craniosacral/Lymphatic Drainage Therapies	3
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>Total Core Minimum Credit Requirement</b>		<b>60</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required) ^	4
NS116	College Algebra I (required) ^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I †‡ (required)	4
NS150	Anatomy and Physiology II †‡ (required)	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship (required)	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>90</b>

## NOTES:

- \* ‡ These courses are not available for Sioux Falls massage therapy students due to licensing requirements in South Dakota.
- ^ † These courses are not available online for Moorhead massage therapy students due to licensing requirements in the surrounding states.
- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*Offered only at the Woodbury, MN campus.
- » Licensure is required to practice massage therapy in the states of Wisconsin, South Dakota, and North Dakota. Licensure requirements in Minnesota are determined within cities, counties, and municipalities and students need to research local requirements to ensure compliance.

**OBJECTIVES**

The objective of the Associate in Applied Science in Medical Administrative Assistant degree program is to provide students with the necessary skills, knowledge and abilities for employment as entry-level allied health professionals, performing duties of medical secretaries and administrative assistants in health care environments. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Communicate professionally in the health care environment.
- 2) Demonstrate appropriate medical administrative procedures.
- 3) Classify and manage patient medical information.
- 4) Transcribe and explain medical records.
- 5) Read and interpret medical coding and billing proficiently.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
HM105	Public Health	4
HM110	US Health Systems	4
KY170	Transcription	3
MA100	Medical Terminology	4
MA174	Introduction to Administration	4
MA202	Coding and Billing I	3
MA272	Coding and Billing II	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
Electives approved by dean of education/students and program chair		14
<b>Total Core Minimum Credit Requirement</b>		<b>60</b>

**GENERAL EDUCATION REQUIREMENTS**

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	2
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required) ^	4
NS116	College Algebra I (required)^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I (required)	4
NS150	Anatomy and Physiology II (required)	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>90</b>

**NOTES**

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**ASSOCIATE IN APPLIED SCIENCE IN  
MEDICAL ASSISTANT**

 92 Credit Hours/1275 Contact Hours  
91 weeks (7 Quarters) Full-time

**OBJECTIVES**

The objectives of the Associate in Applied Science in Medical Assistant degree program are to prepare students to work as allied health care professionals serving the needs of physician employers in delivering quality health care services to a client population and to prepare students who are competent in cognitive (knowledge), psychomotor (skills) and affective (behavioral) learning behaviors for entry-level medical assistant positions. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

Graduates of this program are not eligible to sit for the Limited Scope of Practice Radiography Exam in the state of Wisconsin.

The goal of this program is to prepare graduates who are able to:

- 1) Identify, demonstrate and continuously use OSHA principles, standard precautions and safety precautions.
- 2) Demonstrate appropriate medical administrative procedures.
- 3) Apply legal and ethical medical standards of practice.
- 4) Perform and analyze clinical procedures such as vitals, laboratory testing and other diagnostic and medical procedures and effectively chart all pertinent patient data.
- 5) Describe the human body including structure, function and basic pathologies.
- 6) Recognize, interpret, and use medical terminology correctly.
- 7) Apply basic pharmacology including dosage calculations, drug interactions and administration of medications.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
MA100	Medical Terminology†	4
MA131	Introduction to Clinical Skills	3
MA149	Patient Care Sciences I	3
MA157	Patient Care Sciences II	3
MA161	Pharmacology	3
MA174	Introduction to Administration	4
MA202	Coding and Billing I	3
MA212	Microbiology and Urinalysis	3
MA223	Hematology and Immunology	3
MA286	CMA Review Seminar	4
MA297	Clinical Externship	8
PD160	Professional Communications I†	4
PD200	Professional Communications II†	4
PD225	Applied Ethics‡	4
PD260	Career Capstone‡	2

Students will select seven credits from the following:

CL131	MS Office Applications I‡	3
MA225	Radiography I †	4
MA227	Radiography II †	3
MA272	Coding and Billing II†	4
MH210	Principles of Counseling	4
MH215	Substance Abuse and Mental Health Issues	4
<b>Total Core Minimum Credit Requirement</b>		<b>62</b>

**GENERAL EDUCATION REQUIREMENTS**

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I (required)	4
NS150	Anatomy and Physiology II (required)	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I**	4
NS267	Physics II**	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology (required)	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>92</b>

**NOTES:**

- » † These courses are available in an online and residential format.
- » ‡ These courses are not offered at Wisconsin campuses
- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » All general education courses, except for NS126, NS135, NS266 and NS267, are available in online or residential format.
- » \*Offered only at the Richfield, MN campus.
- » \*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN MOBILE APPLICATION DEVELOPMENT

94 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Associate in Applied Science in Mobile Application Development degree program is to provide students with the breadth of skills and knowledge to develop and maintain software application programs for mobile devices. Graduates prepare to become entry-level mobile application development professionals with coursework in mobile application development, programming, mobile application security, software engineering, database design and quality assurance and testing. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Analyze a problem and identify and define the computing requirements appropriate to solve that problem.
- 2) Demonstrate an understanding of mobile device operating systems.
- 3) Apply usability guidelines while designing and prototyping a quality user interface.
- 4) Identify, analyze and consider user needs in the design of database solutions.
- 5) Work on a team to produce an interactive software application.
- 6) Design, develop, test, package and publish a software application.
- 7) Design a test plan and implement quality assurance testing for a software application.
- 8) Develop a business wireless security policy including securing mobile application settings and permissions.
- 9) Develop strategies to make ethical decisions in informational technology.
- 10) Demonstrate appropriate written and verbal communication skills.
- 11) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 12) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
CL131	MS Office Applications I	3
DB211	Database Design	4
IT135	Computing Fundamentals	4
IT165	Mobile Operating Systems	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
SD114	Introduction to Software Development	4
SD215	Software User Experience	4
SD234	Programming I	4
SD242	Mobile Application Development I	4
SD256	Mobile Application Security	4
SD315	Software Engineering for Mobile Devices	4
SD330	Software Quality Assurance and Testing	4
SD352	Mobile Application Development II	4
WD130	Basic Web Design	3
<b>Total Core Minimum Credit Requirement</b>		<b>64</b>

**GENERAL EDUCATION REQUIREMENTS**

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>94</b>

**NOTES**

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## ASSOCIATE IN APPLIED SCIENCE IN PARALEGAL

98 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Associate in Applied Science in Paralegal degree program is to provide comprehensive paralegal training that prepares graduates to assume entry-level positions in the field under the supervision of attorneys assisting in the delivery of legal services. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Interpret and apply legal terminology, principles and procedures
- 2) Perform legal research and analysis
- 3) Interpret and apply legal codes of ethics and rules of professional conduct to various law office scenarios.
- 4) Prepare legal documents and forms for various legal areas.
- 5) Demonstrate proficiency in computer technology for use in the law office setting.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
CL131	MS Office Applications I	3
LA100	Legal Terminology	4
LA122	Introduction to the Legal Profession	4
LA155	Legal Research I	4
LA170	Real Estate	3
LA180	Torts	3
LA185	Criminal Law and Procedure	3
LA205	Litigation I	4
LA215	Law Office Procedures and Technology	4
LA235	Contracts	3
LA240	Legal Writing I	4
LA265	Family Law	3
LA299	AAS Paralegal Internship	6
LA321	Probate Practice	3
LA323	Bankruptcy	3
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>Total Core Minimum Credit Requirement</b>		<b>68</b>

**GENERAL EDUCATION REQUIREMENTS**

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required)^	4
NS116	College Algebra I (required)^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics (***)	4
NS267	Physics II(***)	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>98</b>

**NOTES**

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**OBJECTIVES**

The objective of the Associate in Applied Science in Veterinary Technology degree program is to provide the student with skills for entry-level employment as a veterinary technician. Students will be challenged by instructors to learn and apply skills relative to veterinary support, client communication, and office management as well as patient care. Students will also prepare for the Veterinary Technician National Examination (VTNE). General education requirements in the areas of communication, social science, natural science, and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate proficiency in essential veterinary technology skills.
- 2) Demonstrate comprehension in the following veterinary areas: pharmacology; surgical preparation, assisting, and anesthesia; dentistry; laboratory procedures; animal care and nursing; diagnostic imaging; and basic animal physiology.
- 3) Record patient medical information using appropriate veterinary medical terminology.
- 4) Differentiate between normal and abnormal physical status in common animal species and take appropriate corrective measures where indicated.
- 5) Accurately calculate, dispense, and explain dosages of medications.
- 6) Use appropriate professional behavior in the clinical setting.
- 7) Explain preventive medicine concepts to clients in both written and verbal formats.
- 8) Evaluate the quality of multiple viewpoints, arguments, and evidence and distinguish between fact and opinion.
- 9) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
VT103	Veterinary Calculations	2
VT106	Introduction to Veterinary Technology	4
VT117	Introduction to Laboratory Skills	3
VT147	Basic Concepts in Physiology and Pharmacology	3
VT154	Body System Anatomy and Physiology	4
VT176	Veterinary Pharmacology	4
VT181	Imaging	3
VT211	Hematology	3
VT217	Parasitology	3
VT222	Lab Animals, Exotics and Pocket Pets	3
VT232	Advanced Laboratory Skills	3
VT236	Small Animal Nutrition and Nursing	4
VT244	Animal Diseases	3
VT250	Anesthesiology†	4
VT256	Small Animal Surgical Assisting‡	4
VT267	Dentistry and Clinical Practices§	3
VT276	Large Animals¶	5
VT296	Certified Veterinary Technician Review	3
VT298	Veterinary Clinical Training	9
<b>Total Core Minimum Credit Requirement</b>		<b>80</b>

**GENERAL EDUCATION REQUIREMENTS**

A student pursuing an associate degree is required to earn a minimum of 30 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of three credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology (required)	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>30</b>
<b>Total Program Minimum Credit Requirement</b>		<b>110</b>

**NOTES**

- » †These courses are only offered on the day schedule and will not be scheduled to begin after 4:00 p.m.
- » ‡ GU/MSB does not allow transfer credits for the following courses: VT222 Lab Animals, Exotics and Pocket Pets, VT256 Small Animal Surgical Assisting, VT267 Dentistry and Clinical Practices, and VT276 Large Animals.
- » § Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

## DIPLOMA IN BUSINESS ADMINISTRATIVE ASSISTANT

45 Credit Hours

Students may enroll to take this program online or residentially.

### OBJECTIVES

The objectives of the Business Administrative Assistant diploma program are to provide training in business office procedures and to prepare the graduate for entry-level administrative assistant positions. Graduates should be competent in entry-level office administrator, receptionist, clerical/clerical-typist and computer operator skills in order to support the applied work of their potential managers by having studied the foundations of business communications, qualitative and quantitative processes, and the administrative professional.

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate competency-based computer skills.
- 2) Give a presentation with accompanying technology.
- 3) Demonstrate communication skills.
- 4) Apply best-practices to customer service concepts.

### PROGRAM REQUIREMENTS

Class #	Class Name	Credits
AC110	Accounting Principles I	4
BS105	Introduction to Business	5
BS170	Customer Service Strategies	3
BS280	Business Law	5
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
SS140	Interpersonal Relations	4
Electives approved by dean of education/students and program chair		4
<b>Total Program Minimum Credit Requirement</b>		<b>45</b>

### NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.

**OBJECTIVES**

The objective of the Legal Administrative Assistant diploma program is to provide office technology training with a legal specialization enabling graduates to assume the responsibilities of entry-level legal administrative assistants.

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate speed and accuracy in keyboarding and transcription
- 2) Interpret and apply legal terminology, principles and procedures.
- 3) Perform legal research and analysis.
- 4) Interpret and apply legal codes of ethics and rules of professional conduct to various law office scenarios.
- 5) Prepare legal documents and forms for various legal areas.
- 6) Demonstrate proficiency in computer technology for use in the law office setting.

**PROGRAM REQUIREMENTS**

<b>Class #</b>	<b>Class Name</b>	<b>Credits</b>
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
KY170	Transcription	3
LA100	Legal Terminology	4
LA122	Introduction to the Legal Profession	4
LA155	Legal Research I	4
LA180	Torts	3
LA198	Constitutional Issues	4
LA201	American Legal Systems	3
LA205	Litigation I	4
LA215	Law Office Procedures and Technology	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
SS140	Interpersonal Relations	4
<b>Total Program Minimum Credit Requirement</b>		<b>57</b>

**NOTES**

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.

**OBJECTIVES**

The objective of the Massage Therapy diploma program is to emphasize skills and knowledge for entry-level employment as a massage therapist. After successful completion of this program students will be eligible to take the NCETM certification exam offered by the National Certification Board of Therapeutic Massage and Bodywork (NCBTMB) and/or the MBLEx licensing exam offered by the Federation of States Massage Therapy Board (FSMTB). Students will be eligible for professional membership in such associations as the American Massage Therapy Association (AMTA) and the Association of Bodywork and Massage Professionals (ABMP).

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate industry appropriate entry-level massage and bodywork techniques through hands-on application.
- 2) Identify appropriate client condition for massage or bodywork.
- 3) Assess client movement and behavior and develop industry appropriate massage and bodywork treatment plans.
- 4) Exhibit industry specific personal and professional boundaries in the work setting.
- 5) Identify the massage therapy licensing laws, rules and regulations specific to the student's state of residence.
- 6) Explain compliancy rules in regards to health regulatory agencies and universal health precautions.
- 7) Analyze basic anatomy, physiology, pathology and kinesiology concepts in relation to massage and bodywork.

**PROGRAM REQUIREMENTS**

Class #	Class Name	Credits
HS150	Kinesiology†‡	4
MS115	Swedish Massage	3
MS151	Pathology for Massage Therapists†‡	4
MS155	Pregnancy/Special Populations Massage	3
MS156	Myofascial Release	3
MS157	Hot Stone Massage/Spa Techniques	3
MS245	Anatomy and Physiology for Massage	4
MS258	Introduction to Thai/Energy Work	2
MS271	Massage Clinical Practicum	1
MS272	Deep Tissue and Sports Massage	4
MS273	Deep Tissue and Sports Massage Clinic	2
NS140	Anatomy and Physiology I†‡	4
NS150	Anatomy and Physiology II†‡	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>Total Program Minimum Credit Requirement</b>		<b>55</b>

**NOTES**

- » †These courses are not available online for Sioux Falls Massage Therapy students due to licensing requirements in South Dakota.
- » ‡These courses are not available online for Moorhead Massage Therapy students due to licensing restrictions in surrounding states.
- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Licensure is required to practice massage therapy in the states of Wisconsin, South Dakota, and North Dakota. Licensure requirements in Minnesota are determined within cities, counties, and municipalities and students need to research local requirements to ensure compliance.

## DIPLOMA IN MASSAGE THERAPY (ND)

59 Credit Hours

This program is only offered at the Moorhead, MN campus. Students who plan to seek licensure as a massage therapist in North Dakota should choose this program option. Students who do not plan to seek licensure in North Dakota may choose the 55 credit hours program listed on page 136.

**OBJECTIVES**

The objective of the Massage Therapy diploma program is to emphasize skills and knowledge for entry-level employment as a massage therapist. After successful completion of this program students will be eligible to take the NCETM certification exam offered by the National Certification Board of Therapeutic Massage and Bodywork (NCBTMB) and/or the MBLEx licensing exam offered by the Federation of States Massage Therapy Board (FSMTB). The students will be eligible for professional membership in such associations as the American Massage Therapy Association (AMTA) and the Association of Bodywork and Massage Professionals (ABMP).

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate industry appropriate entry-level massage and bodywork techniques through hands-on application.
- 2) Identify appropriate client condition for massage or bodywork.
- 3) Assess client movement and behavior and develop industry appropriate massage and bodywork treatment plans.
- 4) Exhibit industry specific personal and professional boundaries in the work setting.
- 5) Identify the massage therapy licensing laws, rules and regulations specific to the student's state of residence.
- 6) Explain compliancy rules in regards to health regulatory agencies and universal health precautions.
- 7) Analyze basic anatomy, physiology, pathology and kinesiology concepts in relation to massage and bodywork.

**PROGRAM REQUIREMENTS**

Class #	Class Name	Credits
HS150	Kinesiology	4
HS265	Exercise Physiology	4
MS115	Swedish Massage	3
MS151	Pathology for Massage Therapists	4
MS155	Pregnancy/Special Populations Massage	3
MS156	Myofascial Release	3
MS157	Hot Stone Massage/Spa Techniques	3
MS245	Anatomy and Physiology for Massage	4
MS258	Introduction to Thai/Energy Work	2
MS271	Massage Clinical Practicum	1
MS272	Deep Tissue and Sports Massage	4
MS273	Deep Tissue and Sports Massage Clinic	2
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2

**Total Program Minimum Credit Requirement** **59**

**NOTES**

- » These courses are not available online for Moorhead Massage Therapy students due to licensing restrictions in surrounding states.
- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Licensure is required to practice massage therapy in the states of Wisconsin, South Dakota, and North Dakota. Licensure requirements in Minnesota are determined within cities, counties, and municipalities and students need to research local requirements to ensure compliance.

## DIPLOMA IN MEDICAL ADMINISTRATIVE ASSISTANT

61 Credit Hours

## OBJECTIVES

The objective of the Medical Administrative Assistant diploma program is to provide comprehensive office administration training with a medical specialization enabling graduates to assume the responsibilities of entry-level medical office administrators.

- 1) The goal of this program is to prepare graduates who are able to:
- 2) Communicate professionally in the health care environment.
- 3) Demonstrate appropriate medical administrative procedures.
- 4) Classify and manage patient medical information.
- 5) Transcribe and explain medical records.
- 6) Read and interpret medical coding and billing proficiently.

## PROGRAM REQUIREMENTS

Class #	Class Name	Credits
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
HM105	Public Health	4
HM110	US Health Systems	4
KY170	Transcription	3
MA100	Medical Terminology	4
MA174	Introduction to Administration	4
MA202	Coding and Billing I	3
MA272	Coding and Billing II	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
	Electives approved by dean of education/students and program chair	7
<b>Total Program Minimum Credit Requirement</b>		<b>61</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.

## DIPLOMA IN MEDICAL ASSISTANT

## OBJECTIVES

The objectives of the Medical Assistant diploma program are to prepare students to work as allied health care professionals serving the needs of physician employers in delivering quality health care services to a client population and to prepare students who are competent in cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning behaviors for entry-level medical assistant positions.

The goal of this program is to prepare graduates who are able to:

- 1) Identify, demonstrate, and continuously use OSHA principles, standard precautions, and safety precautions.
- 2) Demonstrate appropriate medical administrative procedures.
- 3) Apply legal and ethical medical standards of practice.
- 4) Perform and analyze clinical procedures such as vitals, laboratory testing, and other diagnostic and medical procedures and effectively chart all pertinent patient data.
- 5) Describe the human body including structure, function, and basic pathologies.
- 6) Recognize, interpret, and use medical terminology correctly.
- 7) Apply basic pharmacology, including dosage calculations, drug interactions, and administration of medications.

## PROGRAM REQUIREMENTS

Class #	Class Name	Credits
MA100	Medical Terminology†	4
MA131	Introduction to Clinical Skills	3
MA149	Patient Care Sciences I	3
MA157	Patient Care Sciences II	3
MA161	Pharmacology	3
MA174	Introduction to Administration	4
MA202	Coding and Billing I	3
MA212	Microbiology and Urinalysis	3
MA223	Hematology and Immunology	3
MA272	Coding and Billing II	4
MA286	CMA Review Seminar	4
MA297	Clinical Externship	8
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
PD160	Professional Communications I†	4
PD200	Professional Communications II†	4
PD225	Applied Ethics†	4
PD260	Career Capstone†	2

**Total Core Minimum Credit Requirement**

**67**

## NOTES

- » † These courses are available in an online and residential format.
- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam.

## CERTIFICATE IN ELECTRONIC DISCOVERY†

36 CREDIT HOURS

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Certificate in Electronic Discovery program is to provide students the skills and knowledge to locate and analyze electronically stored information (or digital evidence) and manage electronic discovery projects. Graduates prepare to become litigation discovery professionals with coursework in litigation, electronic discovery, legal analysis, document review, project management, forensics, and litigation legal support.

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate an understanding of electronic discovery concepts.
- 2) Analyze electronic discovery laws and regulations.
- 3) Demonstrate proficiency in computer technology for use in the law office setting.
- 4) Utilize software tools and discovery strategies to collect, process, review and analyze electronically stored information.
- 5) Identify and evaluate potential risks associated with digital evidence.
- 6) Demonstrate project management techniques used for electronic discovery projects.
- 7) Explore strategies for working as a liaison between legal professionals, technology experts, vendors, and records management personnel.

**PROGRAM REQUIREMENTS**

<b>Class #</b>	<b>Class Name</b>	<b>Credits</b>
IT135	Computing Fundamentals	4
IT320	Cyber Forensics	4
LA205	Litigation I*	4
LA215	Law Office Procedures and Technology*	4
LA245	Fundamentals of Electronic Discovery	4
LA251	Electronic Discovery Technology User Experience	4
LA285	Electronic Discovery Rules and Compliance	4
LA355	Advanced Electronic Discovery and Project Management	4
PD350	Practicum	4
<b>Total Program Minimum Credit Requirement</b>		<b>36</b>

**NOTES**

- » \* This course has a prerequisite of LA100 or equivalent, which may be fulfilled by prior learning or work experience as defined in the current catalog/catalog addenda. If an incoming certificate student cannot fulfill LA100 through prior learning, the student will be required to take LA100 and fulfill all of its prerequisites prior to beginning the certificate program course sequence.
- » \*Program specific admissions requirements outlined on pages 11-12 of this addendum.
- » †Students may be expected to take some online coursework in this program.

## CERTIFICATE IN INTERNET MARKETING

33 Credit Hours

Students may enroll to take this program online or residually.

**OBJECTIVES**

The objectives of the Certificate in Internet Marketing program are to provide in-depth training to update and advance advertising, promotion, and marketing professionals' knowledge of internet marketing and its applications; analytics used to measure its performance and results; and strategic planning and marketing strategies driven by these technologies.

Internet marketing is a specialization within the career field of advertising, promotion, and marketing management. Technologies, including the web, mobile applications, social media channels, and other electronic resources have changed the way businesses manage the promotion of their products and services to their clients, and how they interact with, and react to, their internal and external markets. This certificate prepares graduates to pursue, maintain, or advance their marketing career opportunities in search engine optimization (SEO); social media/web advertising, promotion, and marketing; search engine marketing (SEM) analytics; and internet sales and account management.

The goal of this program is to prepare graduates who are able to:

- 1) Manage pay-per-click (PPC) platforms, strategies, and campaigns to increase inquiry to sales conversion.
- 2) Monitor the impact of social media advertising and promotions on a business' return on its investment (ROI).
- 3) Prepare an SEO strategic development plan.
- 4) Enhance internet marketing strategies using new or advanced technologies.
- 5) Develop comprehensive content strategies to drive increased performance and results of internet marketing activities.
- 6) Apply best practices to the development of web landing pages, calls-to-action (CTA), and other campaigns to maximize conversation rates and sales.
- 7) Create an analytics dashboard to measure the effectiveness of SEO, brand building, social engagement, and other key performance indicators (KPIs).

**PROGRAM REQUIREMENTS**

Class #	Class Name	Credits
MC290	Web Analytics and Reporting	4
MK225	Internet Marketing*	4
MK250	Internet Advertising	4
MK275	Social Media	4
MK285	Search Engine Optimization	4
MK335	Advanced Web Marketing	5
MK345	Internet Marketing Strategies	4
MK365	Conversion Optimization	4
<b>Total Program Minimum Credit Requirement</b>		<b>33</b>

**NOTES**

- » \*This course has a prerequisite of MK205 Marketing or equivalent, which may be fulfilled by prior learning as defined in the current catalog/catalog addenda. If an incoming certificate student cannot fulfill MK205 Marketing through prior learning, they will have to take MK205 Marketing and fulfill all of its prerequisites prior to beginning the certificate program course sequence.

## CERTIFICATE IN MENTAL HEALTH TECHNICIAN

45 Credit Hours

## OBJECTIVES

The objective of the Mental Health Technician Certificate is to prepare students to provide clinical support services to primary psychiatric staff and other health professionals. Graduates will be able to provide clinical support to adults or children receiving substance abuse or mental health services in residential programs, inpatient settings, or community based programs.

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate integration of interdisciplinary behavioral health care principles with patient-centered care outcomes.
- 2) Recognize cultural influences in promoting mental health or illness and incorporate cultural competence into mental health assessment and evaluation.
- 3) Integrate "therapeutic use of self" within patient, family and group interactions.
- 4) Incorporate ethical guidelines and decision-making in provision of care, advocating for, and protecting the rights of patients with mental health needs.
- 5) Synthesize knowledge of legal issues and regulations relating to the care of clients with mental health needs.
- 6) Assist psychiatric staff as directed in integrating and managing therapy and treatment options of physical and psychological symptoms by documenting patient responses and behaviors.
- 7) Evaluate the quality of multiple viewpoints, arguments, and evidence and distinguish between fact and opinion.

## PROGRAM REQUIREMENTS

Class #	Class Name	Credits
CM121	Composition	4
MA100	Medical Terminology	4
MA149	Patient Care Sciences I	3
MA161	Pharmacology	3
MH210	Principles of Counseling	3
MH215	Substance Abuse and Mental Health Issues	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
PD225	Applied Ethics	4
PD350	Practicum	4
SS116	Introduction to Psychology	4
SS360	Abnormal Psychology	4
<b>Total Program Minimum Credit Requirement:</b>		<b>45</b>

## NOTES

- » \* Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.

## CERTIFICATE IN MOBILE APPLICATION DEVELOPMENT

36 Credit Hours

Students may enroll to take this program online or residually.

**OBJECTIVES**

The objective of the Certificate Program in Mobile Application Development is to provide students the breadth of skills and knowledge to develop and maintain software application programs for mobile devices. Graduates prepare to become entry-level mobile application development professionals with coursework in mobile application development, programming, mobile application security, software engineering and quality assurance and testing.

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate an understanding of mobile device operating systems.
- 2) Apply usability guidelines while designing and prototyping a quality user interface.
- 3) Work on a team to produce an interactive software application.
- 4) Design a test plan and implement quality assurance testing for a software application.
- 5) Develop a business wireless security policy including securing mobile application settings and permissions.

**PROGRAM REQUIREMENTS**

Class #	Class Name	Credits
IT165	Mobile Operating Systems	4
SD114	Introduction to Software Development	4
SD215	Software User Experience	4
SD234	Programming I*	4
SD242	Mobile Application Development I*	4
SD256	Mobile Application Security	4
SD315	Software Engineering for Mobile Devices	4
SD330	Software Quality Assurance and Testing	4
SD352	Mobile Application Development II	4
<b>Total Program Minimum Credit Requirement</b>		<b>36</b>

**NOTES**

- » \* This course has NS116 College Algebra I as a part of its prerequisite, which may be fulfilled by the NS116 College Algebra I test-out at the time of admissions or transfer credit as defined in the current catalog. If an incoming certificate student cannot fulfill NS116 College Algebra at the time of admissions or through transfer credit, they will be required to take NS116 College Algebra and fulfill all of its prerequisites.
- » Students may be required to complete College Algebra I (NS116), Foundations of Mathematics I (FM051) and/or II (FM052), and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.

# COURSE DESCRIPTIONS

COURSE CODE	COURSE CATEGORY	PAGES
AC	Accounting	146
AG	Agricultural Business	147
AR	Architectural Drafting	147
BS	Business	147
CA	Creative Arts	149
CJ	Criminal Justice	149
CL	Computer Literacy	149
CM	Communications	149
DB	Database	150
DV	Digital Video	151
EB	Entertainment Business	152
ED	Engineering Drafting	152
EQ	Equine	153
FM/FW	Foundations	153
FN	Finance	153
GA	Game Art	153
GD	Game Development	154
EG	General Engineering	155
GR	Graphics	155
HI	Hospitality Management	157
HM	Health Care Management	156
HR	Human Resource Management	158
HS	Health Fitness	156
HU	Humanities	158
IT	Information Technology	158
KY	Keyboarding	159
LA	Law	159
MA	Medical Assistant	164
MC	Media Communication	163
MH	Mental Health	164
MK	Marketing and Sales	161
MS	Massage Therapy	162
MET	Mechanical Engineering Technology	163
MT	Medical Technology	164
NS	Natural Science and Mathematics	165
NT	Networking	165
PD	Professional Development	167
RN	Nursing	166
SD	Software Development	168
SS	Social Science	168
VT	Veterinary Technology	169
WD	Web Development	171

The following is a guideline for course numbers and class sequencing:

- 100-149** Courses having no prerequisite and courses normally taken during the first quarter
- 150-199** Courses normally having prerequisites from the 100-149 level
- 200-249** Courses normally having prerequisites from the 150-199 level
- 250-299** Courses normally having prerequisites from the 200-249 level
- 300-499** Courses are upper-level and satisfy upper-level course requirements in bachelor's degree programs
- 300-399** Courses normally having prerequisites from the 100-299 level
- 400-499** Courses normally having prerequisites from the 100-399 level
- 500-699** Courses normally at the masters' program level
- 700 AND ABOVE** Courses normally at the doctoral program level

Definitions of prerequisite, co-requisite and concurrent:

- PREREQUISITE:** Course must have been taken in a prior quarter
- CO-REQUISITE:** Course must be taken the same quarter
- CONCURRENT:** Course may be taken in the same quarter

## COURSE DESCRIPTIONS

Stated course prerequisites may be satisfied with equivalent courses.

### ACCOUNTING

#### AC110 Accounting Principles I 4 Credits

Prerequisite: None. The course is an introduction to financial accounting and the basic accounting cycle. Students analyze transactions, prepare accountant's worksheets with related financial statements and account for cash and receivables.

#### AC120 Payroll Accounting 3 Credits

Prerequisite or Concurrent: AC110. Students compute wages and salaries, withholding for social security and income taxes and unemployment compensation taxes. The course also requires students to maintain payroll records and to prepare the relevant tax forms.

#### AC150 Accounting Principles II 4 Credits

Prerequisite: AC110. The course is a continuation of Accounting Principles I. Students apply concepts related to inventory, long-term assets, liabilities and owner's equity for partnerships and corporations. The course also covers the use and preparation of the statement of cash flows and financial statement analysis.

#### AC160 Managerial Accounting 4 Credits

Prerequisite: AC150. The course is an introduction to management accounting. Students solve problems relating to budgeting, job costing systems, financial statement analysis, cost-volume-profit analysis, responsibility accounting and the role of accounting information in short-term and long-term decision making. The course also introduces activity based costing and other cost management tools.

#### AC170 Accounting Systems 3 Credits

Prerequisite: AC110. The course uses a business simulation package to give students hands-on experience in computerized accounting applications for small businesses. Students use the general ledger, accounts payable, accounts receivable, inventory, invoicing, and payroll modules.

#### AC190 Excel for Accounting 3 Credits

Prerequisites: BS100, CL131. Prerequisite or Concurrent: AC160. The course teaches students how to use the spreadsheet program, Microsoft Excel, to practice accounting procedures. Students use the application for concepts emphasized in financial accounting and managerial accounting.

#### AC200 Intermediate Accounting I 4 Credits

Prerequisite: AC150. The course is an in-depth study of financial accounting concepts and principles as they relate to the accounting process and resulting balance sheet, income statement and statement of cash flows. Students apply generally accepted accounting principles to cash, receivables and inventory.

#### AC250 Intermediate Accounting II 4 Credits

Prerequisite: AC200. The course is a continuation of Intermediate Accounting I. Students apply generally accepted accounting principles to fixed assets, intangibles, liabilities, stockholders' equity, investments and revenue recognition.

#### AC300 Intermediate Accounting III 4 Credits

Prerequisite: AC250. The course is a study of specialized financial accounting concepts. The student will account for earnings per share, income taxes, pensions, leases and accounting changes, and will prepare the statement of cash flows. The course emphasizes meeting the requirements for full disclosure.

#### AC310 Tax I 4 Credits

Prerequisite: AC150. The course is an introduction to federal tax law including the preparation of individual income tax form 1040 and related schedules.

#### AC320 Audit I 4 Credits

Prerequisite: AC250. The course introduces students to the role of the auditor, the audit report, ethics and the legal liability of an auditor. Students examine audit plans, internal controls, audit evidence, work papers and audit program designs.

#### AC330 Governmental and Not-For-Profit Accounting 4 Credits

Prerequisite: AC250. The course is an introduction to the accounting and reporting requirements for non-profit entities. Students apply fund accounting techniques to transactions in governmental units and not-for-profit organizations.

#### AC341 Cost and Managerial Accounting 4 Credits

Prerequisite: AC160. The course is a survey of techniques for planning and managing costs, emphasizing manufacturing environments. Topics include master budgets, flexible budgets, variances, costs allocation, decision analysis, capital budgeting, and costs analysis.

#### AC350 Tax II 4 Credits

Prerequisite: AC310. This course is a continuation of Tax I. Study is focused on the federal tax law governing business expenses, property transactions, and tax practice and ethics. Students prepare tax forms for individuals, continue to research tax issues, and practice communicating tax planning suggestions to clients.

#### AC372 Advanced Accounting 4 Credits

Prerequisite: AC250. The course is an introduction to the procedures used to record investments when significant influences or controls are present. Students prepare consolidation worksheets. The course also covers selected topics in foreign currency and international accounting.

#### AC410 Audit II 4 Credits

Prerequisite: AC320. The course is a continuation of Audit I and includes a comprehensive audit practice case. Students apply audit techniques to asset, liability, equity, revenue and expense accounts.

#### AC430 Tax III 4 Credits

Prerequisite: AC350. This course is a continuation of Tax II. Students study federal tax concepts and law related to corporations and pass-through entities. Students prepare tax forms for partnerships, C corporations and S corporations as well as examine the tax rules applicable to multi-state taxation and gift and estate transfers.

#### AC450 Certified Management Accounting Review 4 Credits

Prerequisites: AC160, FN300, SS150. The course provides capstone coverage of financial planning and performance, control concepts, as well as financial decision making. The course also serves as a review for of the Certified Management Accountant (CMA) exam. Practice test questions are a significant part of the class.

#### AC460 Fraud Examination Review 4 Credits

Prerequisites: LA201 or LA100, AC410, BS325. The course provides capstone coverage of fraud examination principles and related forensic accounting principles along with a review of internal control concepts. The course also serves as a review for the Certified Fraud Examiner (CFE) exam. Practice test questions are a significant part of the class.

**AGRICULTURAL BUSINESS****AG100 Introduction to Agricultural Business 4 Credits**

Prerequisite: None. This is an introductory course on the scope and structure of agricultural business. Students explore key economic issues and their effects on the agricultural sector, government intervention in agriculture, and international agricultural trade.

**AG120 Introduction to Animal Science 4 Credits**

Prerequisites: None. Students examine the industries that surround and rely on animals. Particularly, livestock utilized in agriculture will be discussed.

**AG230 Animal Genetics and Reproduction 4 Credits**

Prerequisite: AG120. Prerequisite or concurrent with VT154. Students develop an understanding of reproductive physiology in various animal species as well as genetic principles applied in animal breeding.

**AG410 Agricultural Markets and Pricing 3 Credits**

Prerequisite: FN300. Students use principles and practices of economic analysis to examine the operation of agricultural markets, and explore the spatial and temporal dimensions of those markets.

**ARCHITECTURAL DRAFTING****AR100 Materials and Methods I 3 Credits**

Co-requisite: AR110. An in-depth study and analysis of common residential building materials and assemblies provides a comprehensive understanding of residential construction methods.

**AR110 AutoCAD I 5 Credits**

Co-requisite: AR100. Students learn file management techniques, the Windows operating system, AutoCAD commands, template creation, and symbol libraries for architectural applications.

**AR151 Residential Construction Drawings I 4 Credits**

Prerequisite: AR110. Students develop a set of working drawings for a residence including site plans, floor plans, elevations, wall/building sections, and construction details.

**AR155 Introduction to Green Building and LEED 2 Credits**

Prerequisite: AR100. Students are introduced to the principles of green construction and LEED as it relates to projects and the working world.

**AR160 Residential Building Codes and Estimating 3 Credits**

Prerequisite: AR151. Co-requisite: AR170. Students study how building codes impact the safety and construction of today's homes, how to check energy code compliance, and how to estimate residential building costs based on square footage and material takeoffs.

**AR170 Residential Construction Drawings II 5 Credits**

Prerequisite: AR151. Co-requisite: AR160. Students focus on construction methods common in multi-family home building including party walls, fireproofing, sound insulation, and flashing to produce a complete set of working drawings. Problem solving, communication, and coordination are stressed throughout.

**AR200 Materials and Methods II 3 Credits**

Prerequisite: AR100. Co-requisite: AR210. A study and analysis of common commercial building materials and assemblies provides a comprehensive understanding of commercial construction methods.

**AR210 Building Information Modeling Using Revit 5 Credits**

Prerequisite: AR100. Co-requisite: AR200. Students learn how to use Building Information Modeling (BIM) as a construction documentation system including the concepts of BIM, software structure and features, modeling and editing techniques, and sheet creation and organization.

**AR225 Commercial Drawing and Field Documentation 5 Credits**

Prerequisite: AR210. Co-requisite: AR230. Students draft the site plan, floor plan, wall and building sections, roof plan, interior and exterior elevations, reflected ceiling plan, HVAC, electrical and details for a small commercial building. Skills are developed in commercial dimensioning, noting, referencing and detailing. Students draft compiled sets of CAD drawings for a building from their own measurements and field notes.

**AR230 Commercial Building Codes and Estimating 3 Credits**

Prerequisite: AR210. Co-requisite: AR225. From building classifications, construction types and basic exiting requirements, students evaluate commercial buildings for basic code compliance and develop square footage and unit price estimates.

**AR242 Building Systems 3 Credits**

Prerequisite: AR110, AR210. Students study the basic design and drafting requirements of Mechanical/Electrical/Plumbing (MEP) systems in buildings.

**AR260 Advanced Commercial Construction Drawings 5 Credits**

Prerequisite: AR210. Using Revit, students design a building per given specs, solving code violations, to create a complete set of working drawings as a team.

**BUSINESS****BS100 Business Mathematics 4 Credits**

Prerequisite: FM052 or Advanced Standing. The course is a study of simple and compound interest problems, time value of money concepts, simple business statistics and retail mathematics. Students also review simple algebraic equations.

**BS105 Introduction to Business 5 Credits**

Prerequisite: None. This course gives students an overview of the interrelated factors making up the business environment including ethics, entrepreneurship, marketing, management, leadership, finances and information technology. In addition, the student learns about past, present and future trends in business. The student develops decision-making and problem-solving skills through case studies, group exercises and presentations.

**BS170 Customer Service Strategies 3 Credits**

Prerequisite: None. This course focuses on customer service strategies that lead to a competitive advantage for the business organization. Students study the interrelationships of customer service and other facets of a successful business.

**BS180 Supervisory Management 4 Credits**

Prerequisite: None. Students learn roles and responsibilities of direct line managers. Practical training includes employee orientation and training, coaching, motivation, employee assignment, task supervision, performance assessment, compensation, reviews, conflict resolution and dealing with labor/management issues.

## COURSE DESCRIPTIONS

**BS200 Small Business Management 4 Credits**

Prerequisite: None. This course introduces small business management in the real world. Topics include writing business plans, financial report analysis, business acquisition, government regulations and legal issues affecting small businesses, site selection, and assessing future prospects of a business. There is a major focus on entrepreneurial activities and the traits of entrepreneurs. Students integrate their work and life experiences with case studies, class projects and discussion as they investigate problems and opportunities involved in operation of small businesses.

**BS210 International Business 4 Credits**

Prerequisite: BS105. This course is an overview of international business. Topics addressed include theories of international trade, foreign direct investment, evolution of the international monetary system, balance of payments, multinational business management, business in communist and post-communist economies, legal and political aspects of international business, socio-cultural dimensions, technology transfer, international human resource management, economic integration, ethical issues for multinational corporations and the future of international business.

**BS230 Logistics Management 4 Credits**

Prerequisite: BS105. This course introduces students to supply chain logistics management and integration of supply line strategy and operations fundamentals. Students explore challenges and strategies related to the design, operational integration, and administrative functions to manage risk and create competitive advantage. Course discussions and case studies integrate the students work with real world scenarios increasing awareness of technology advancements, critical thinking skills, and application experience.

**BS280 Business Law 5 Credits**

Prerequisites: BS105, FW052 or Advanced Standing. The course introduces legal issues affecting businesses, including classifications of laws, contracts, sales transactions, negotiable instruments, employment law and landlord-tenant law.

**BS311 Organizational Behavior 4 Credits**

Prerequisites: CM121, SS116 or SS140. The course examines how organizations are formed, in terms of how and why forms take shape; the effects forms or structures of organizations have on their operations and effectiveness; and how the study of behavior of people within an organization can be used to improve an organization's effectiveness.

**BS320 Operations Management 4 Credits**

Prerequisites: BS105, CM121. This course covers traditional operations management activities, such as inventory control, scheduling, project management and forecasting. Those activities are discussed in the context of quality management, supply chain management and other approaches to operational management.

**BS325 Fraud Examination 4 Credits**

Prerequisite: CM121. The course examines various methods used to defraud organizations, how to identify and investigate suspected fraud, how to identify preventive methods used to deter fraud in the workplace, the Sarbanes-Oxley Act and the need for its creation. Real case studies enhance and reinforce learning objectives.

**BS330 Salon and Spa Business Strategies 4 Credits**

Prerequisite: BS105. This course introduces students to practical business matters that are vital to the overall operations of the salon or spa business. Application based learning reinforces the importance of comprehensive planning for starting, maintaining, and growing a successful business.

**BS335 Trends in Salon and Spa Business 4 Credits**

Prerequisites: BS330 and MK205. This course introduces students to current issues and trends in the Salon and Spa industry dealing with topics such as marketing, treatments, modalities, customer service and employment opportunities. Students will discuss these emerging trends and research how these changes affect industry standards and business strategies.

**BS350 Business Analysis Techniques 4 Credits**

Prerequisites: AC160, BS105, CL256 or AC190. This is an introduction to management science methods. Students receive practical experience and apply modeling tools and techniques for business decision-making. Quantitative modeling techniques explored include forecasting analysis, linear programming, network analysis, probability concepts and decision tree analysis.

**BS360 Supply Chain Management 4 Credits**

Prerequisites: BS105, CM121. This course presents supply chain management as it applies to transportation and other industries that require inventory control, scheduling, project management, forecasting and other operational processes.

**BS370 Sustainability & Green Technology 4 Credits**

Prerequisites: BS105 or AG100. This course introduces students to a comprehensive foundation in sustainability and environmental fundamentals. Students explore the evolution of environmental policy, sustainability, and resource development and implementation. Case studies reinforce the material through real world application concerning agricultural resource challenges and modern business management techniques. Critical thinking skills are enhanced through physical and environmental sustainability through green technology strategy development.

**BS380 Project Management 4 Credits**

Prerequisites: BS105 or BS180 or BS200, NS112 or NS116. This course introduces students to the challenges of managing multiple projects and to techniques, tools and theories used to manage projects successfully. These techniques include project selection, planning, control, work breakdown structures, cost estimates, risk management and financing.

**BS400 Strategic Planning 4 Credits**

Prerequisite: BS105. This course introduces students to strategic planning for domestic and global competition. Students explore successful strategic planning from a fundamental, analytical, control, and innovative perspective. Class exercises and case studies emphasize the underpinning of business structure to enhance strategic competition encompassing all aspect of the business.

**BS440 Entrepreneurship 4 Credits**

Prerequisites: CM121, FN300. This small business management course is appropriate for a student interested in managing or owning a small business. Topics include getting started, planning and managerial skills, inventory, financial production, risk management, ethics, marketing, taxation, development of a business plan and various cases for analysis.

## COMMUNICATIONS

### CM111 Speech Communications 4 Credits

Prerequisite: None. Students examine the function of language in the communication process as it applies to speech construction and delivery. Activities including discussion and delivery of prepared speeches provide communication skills for personal and professional applications.

### CM121 Composition 4 Credits

Prerequisite: FW052 or Advanced Standing. Students develop college-level writing skills, composing essays and formal research papers using APA documentation citation style.

### CM200 Intercultural Communications 4 Credits

Prerequisite: CM121. The course explores cultural patterns and issues that influence effective communication across cultures.

### CM210 Creative Writing 4 Credits

Prerequisite: CM121. Students read, analyze and discuss representative samples of poetry, fiction, non-fiction and drama to understand techniques employed by skilled writers. They apply those strategies in drafting a variety of creative works.

### CM320 Writing and Research 4 Credits

Prerequisite: CM121. Students study the role of scholarly research in academic disciplines. Topics include research tools and strategies, evaluation of online and print sources for scholarly publications, writing summaries and abstracts and the inclusion of research in writing assignments. Assignments include various writing projects and a final research paper.

### CM330 Technical Writing 4 Credits

Prerequisite: CM121 or equivalent. Students learn how to communicate detailed, technical information in a manner a layperson can understand. Purpose, organization and language are emphasized.

## COMPUTER LITERACY

### CL131 MS Office Applications I 3 Credits

Prerequisite: None. Students receive hands-on experience with the fundamental features of three major applications of Microsoft Office: Word, Excel and PowerPoint, creating simple word processing documents, worksheets and PowerPoint presentations.

### CL256 MS Office Applications II 3 Credits

Prerequisite: CL131. The course provides advanced training in Microsoft Office: Word, Excel and Access. Students create advanced word processing documents and worksheets, and become familiar with databases.

## CREATIVE ARTS

### CA100 Basic Drawing 3 Credits

Prerequisite: None. In this class the student learns basic skills and techniques in drawing from direct observation. The student draws from objects in nature and still life concentrating on basic shapes, forms, light and dark, and shading. Fundamental goals are to learn to judge proportion, space, depth, form and composition.

## CRIMINAL JUSTICE

### CJ105 Introduction to Criminal Justice 4 Credits

Prerequisite: None. This course examines the three main components of criminal justice: policing, judicial and correctional systems. American criminal justice theories are introduced with an emphasis on current practices in community, juvenile, and corporate environments.

### CJ205 Introduction to Juvenile Justice 4 Credits

Prerequisites: CJ105. This course presents the historical background of the juvenile justice system, its current status and related contemporary societal and legal issues. Students examine various policies, programs, and practices. The course covers juvenile law and procedure, juvenile corrections, juvenile delinquency, delinquency prevention and the future of juvenile justice in the United States.

### CJ215 Investigation: Processes and Procedures 4 Credits

Prerequisites: CJ105. This course presents modern theories and practices of criminal investigation, including preliminary investigation, related communication and reporting functions, and final court actions. Simulations and case study analyses are used to explore investigation strategies and tactics. Students evaluate appropriate uses and anticipated effects of various methods.

### CJ220 Security: Private, Local, State and Federal Governments 4 Credits

Prerequisite: BS105 or CJ105 or IT135. This course identifies security issues in public safety and the private sector and details 21st century responses to those challenges. The course presents the foundations of security practices, models as the basis for assessing the strengths and weaknesses of private and government systems, future implications of social and political paradigm shifts for security methods and systems and the impact of globalization and diversity of local populations.

### CJ262 Criminology 4 Credits

Prerequisites: CJ105, SS116 or SS205. The objective of this course is to present students with a clear, contemporary and comprehensive analysis of criminology that encourages critical thinking about the causes of crime and crime prevention strategies. The students also analyze if crime is an individual responsibility or a symptom of a dysfunctional society.

### CJ275 Evidence-based Corrections 4 Credits

Prerequisite: CJ105. This course will provide an overview of evidence-based corrections, probation, and parole. Students will learn community-based supervision, residential (half-way houses, work release, shock incarceration) and non-residential programs (home detention, electronic home monitoring), restorative justice programs, evidence-based practices, and level of service inventory (LSI).

### CJ285 Special Populations in Criminal Justice 4 Credits

Prerequisite: CJ105. This course addresses the many different populations in community-based correctional programs. Students will learn about the different needs of: substance abusers, offenders with communicable diseases, mentally-ill offenders, mentally-challenged offenders, juvenile delinquents, gang members, sex offenders, female offenders, and elderly offenders.

### CJ290 Security Threat Groups in Criminal Justice 4 Credits

Prerequisite: CJ105. This course examines the impact of gang activity on crime in America. It focuses on the gang subculture, its appeal and grasp on youth, and results of programs and strategies created and implemented to curb the increase in gang violence.

## COURSE DESCRIPTIONS

**CJ311 Comparative Criminal Justice System 5 Credits**

Prerequisite: CJ220. This course compares the United States' criminal justice system to the criminal justice systems of other countries. The objective is to learn how the development and interaction of these systems affect the historical and political realities of international criminal justice relations and worldwide criminal activity.

**CJ320 Correctional Counseling 4 Credits**

Prerequisite: CJ275. This course is an introduction to evidence-based counseling and treatment methods in relationship to juvenile offender issues and rehabilitation. Students review the work of leading experts in the field of counseling and treatment strategies and also study ways to use statistical data for research and analysis.

**CJ331 Criminal Justice Administration 5 Credits**

Prerequisite: BS105 or CJ105. This course provides a case study experience demonstrating how criminal justice administrators deal with personnel and financial administration, the rights of criminal justice employees, technology, discipline, liability and ethics within their agencies.

**CJ340 Drugs, Society and Criminal Justice 4 Credits**

Prerequisite: CJ215. This course is an introduction to the basic facts and major issues concerning drug-taking behavior as it relates to criminal activity. The social history of legal and illegal drug use and the misuse and abuse of chemical substances are analyzed in detail.

**CJ345 Case Management 5 Credits**

Prerequisite: CJ275. This course will explore the theory and practice of case management. Students will be exposed to issues such as the vulnerability of clientele, the intake and assessment process, goal setting, and resource recommendations.

**CJ350 Probation and Parole 4 Credits**

Prerequisite: CJ275. This class provides a view of current probation and parole procedures. It addresses controversial issues and examines strategies for balancing community safety with the cost of operating prisons. The course contrasts juvenile and adult populations while analyzing how probation and parole officers work with each.

**CJ355 Court Procedures for Community Supervision 5 Credits**

Prerequisite: CJ105. This course provides students an in-depth look at the critical role probation officers play in criminal court pre-trial and post-sentence proceedings. This course examines the importance of developing and maintaining a professional working relationship between the judge, prosecutor, defense attorney and probation officer. This course also explores the importance of professional communication with the court through written and verbal communication as well as proper courtroom etiquette for personal appearances in criminal court proceedings.

**CJ360 Victimology 4 Credits**

Prerequisite: CJ262. This course explores the incidence and effects of crime victimization in modern society. Students examine relationships between victims and offenders. The similarities and differences between the Federal Bureau of Investigation's Uniform Crime Reporting System (UCR) and the National Crime Victimization Survey (NCVS) are discussed. Students also study the efforts of the criminal justice system to address the needs of victims.

**CJ430 Terrorism and Homeland Security 4 Credits**

Prerequisite: CJ290. This course analyzes global terrorism issues and how these issues affect worldwide security. In addition, students evaluate the strengths and weaknesses of the USA Patriot Act.

**CJ480 Criminal Justice Capstone 4 Credits**

Prerequisites: This course must be taken in either of the last two quarters of the student's program. This course builds on the foundation of the criminal justice classes the student has already completed. In this capstone course, the student identifies a current issue/problem in the criminal justice system, selects problem-solving techniques, and identifies and explains potential solutions.

**CJ495 Wisconsin Police Academy Criminal Justice Internship 16 Credits**

Prerequisites: Students must have completed a minimum of 60 college credits and meet Wisconsin police academy requirements to be eligible for this internship opportunity. This course is only available to students by application, interview and acceptance by a Wisconsin police academy. Course and corresponding police academy training prepares students for potential law enforcement positions in the state of Wisconsin.

**CJ499 Criminal Justice Internship 4 Credits**

Prerequisites: SS360. This course must be taken in either of the last two quarters of the student's program. This course provides an opportunity for the student to experience a part of the criminal justice system in action, learning and gaining practical experience and new skills in a non-classroom setting. Practical skills acquired in the program can be applied in professional environments including governmental and security agencies, correctional facilities and social service agencies.

## DATABASE

**DB211 Database Design 4 Credits**

Prerequisite: NS116. The course introduces relational and object-oriented database concepts and SQL. Students design, implement, and populate databases and write simple queries using an industry-standard database such as MySQL, MSSQL Server, or Oracle.

**DB311 Database Implementation 4 Credits**

Prerequisite: DB211. Students design and implement database solutions to meet end-users' needs. Using an industry standard database such as MySQL, MS-SQL Server or Oracle, students explore the syntax of SQL, with an emphasis on the development of queries and reporting. Additional topics include normalization and denormalization of data, retaining history and managing transactions.

**DB321 Database Server Administration 4 Credits**

Prerequisite: DB311. Students work with an industry-leading database server, practicing skills and technologies required to install, replicate, and carry out other common administrative and maintenance tasks. They also explain and demonstrate data migration, data cleaning, data preservation, concurrency, replication, distributed models, database security and data mining tasks.

**DIGITAL VIDEO****DV102 Introduction to Mac OS and Photoshop 4 Credits**

Prerequisite: None. This course covers Apple OS and color management in Apple OS, as well as basic image manipulation using Adobe Photoshop as the image editor. Students acquire basic knowledge of how to operate Apple computers, manage color profiles for video and print production, and manipulate photos for video and print production.

**DV105 Basic Idea Development and Storyboarding 4 Credits**

Prerequisite: None. This course covers basic idea development using scripting software and writing techniques including how to import scripts into storyboarding software. It also emphasizes basic drawing skills and shot composition and introduces students to other visual mediums, such as sequential art and animation, using films as references for learning visual storytelling.

**DV111 Camera Operations and Basic Editing 4 Credits**

Prerequisite: None. Students learn basic camera movements, operations and shots used in studio shooting, use and implementation of the action line, care and maintenance of the digital video camcorder, the importance of video logs, interpretation of storyboards into camera shots and movements and basic editing techniques.

**DV150 Photoshop for NLE 4 Credits**

Prerequisite: DV102. This course covers integration of Photoshop into the nonlinear editing process and creation environment; techniques used to compensate for the pixel differences between print and video and how to output to motion graphic software.

**DV160 Advanced Idea Development and Storyboarding 4 Credits**

Prerequisite: DV105. This course covers advanced idea development, writing, storytelling and scripting techniques, the integration of the script into storyboarding software, and how to output advanced storyboards and scripts for use in the creation of a digital video.

**DV165 Field Production and Lighting 4 Credits**

Prerequisite: DV111. This course covers lighting and camera techniques and color theory for digital video and television and practical applications of those techniques within a studio environment and on field locations.

**DV171 Digital Video Editing FCP 4 Credits**

Prerequisite: DV111. This course covers basic video editing techniques using Final Cut Pro professional-level nonlinear editing software.

**DV181 Audio for Video and Film 4 Credits**

Prerequisite: DV111. This course covers audio production in the field and post-production audio techniques for digital video.

**DV200 Visual Effects 4 Credits**

Prerequisite: DV150 or GR155. This course covers After Effects software, including how the application "thinks;" how to integrate media such as graphics, sound and video to produce motion graphics; and how to problem solve real-world design and production challenges such as titling, special effects and timeline placement of graphics for final output to digital video motion graphics.

**DV216 Production Management 4 Credits**

Prerequisite: None. This course leads students through the production scheduling and budgeting of a video production. Topics include script breakdown, production boards, shooting schedules and development costs. Each student produces a complete video project budget from start to finish.

**DV221 Script Writing for Video and Film 4 Credits**

Prerequisites: CM121, DV160. The course leads the student through the development of a final reel and portfolio project. The student prepares a marketing plan for the project and effectively defends its presentation.

**DV235 Digital Video Editing Avid 4 Credits**

Prerequisite: DV171. Students learn basic video editing techniques using Avid Media Composer, a professional-level nonlinear editing system.

**DV240 Color Grading 4 Credits**

Prerequisite: DV200. This course covers post-production color grading and color correction techniques.

**DV252 Demo Reel Production 4 Credits**

Prerequisite: DV171 or DV235. Each student develops an individual DVD presentation of demo reel quality. The course covers client contact, problem solving, the creative process, and the use of various video and DVD production tools. Preproduction support materials such as storyboards, scripts, DVD testing, and flow-charting are required.

**DV270 Internship 6 Credits**

Prerequisites: DV181, DV216, DV221, DV315. Prerequisites or Concurrent: DV240, DV252, PD255. Working in an actual video production environment, students integrate and apply skills, knowledge and abilities acquired in the program. Internships are with local companies with established video production environments.

**DV315 Advanced Field Production 4 Credits**

Prerequisite: DV165. This course covers advanced lighting and camera techniques and color theory for digital video and television. Students explore practical applications of those techniques within a studio environment and on field locations.

**DV320 Animatics and Storyboarding 4 Credits**

Prerequisites: DV200, DV252. Students create dynamic presentation boards and animatics using traditional techniques with digital technology. They develop traditional illustration skills using digital tools, create convincing lighting effects from digital photo references, develop color key paintings for production design, and create digital background paintings.

**DV340 Web Animation 4 Credits**

Prerequisites: DV200, WD130. Students examine the fundamentals of computer animation for delivery through broadband and broadcast mediums. During the course, students create and execute animated sequences using such skills as vector graphics, animation sequences, frames and timelines, and layered animation.

**DV360 3D Graphics Animation 4 Credits**

Prerequisite: DV320. The course brings a third dimension to the study of broadcast graphic design, starting with an introduction to 3D software that involves how to set up, model, animate, position lights and cameras, and render out final footage to be used in After Effects and Motion. It also covers how to import files from other software for use as colors, textures, or reference footage for logo modeling.

## COURSE DESCRIPTIONS

**DV380 Video for Web 4 Credits**

Prerequisite: DV340. The course examines a variety of methods and techniques for producing and preparing video for web broadcast. Students examine various shooting and editing styles for the Internet. They explore options in data compression and video streaming methods to create effective web videos for online distribution.

**DV400 Digital Film Preproduction 4 Credits**

Prerequisite: DV315. Students begin a three-quarter production project to create a comprehensive short film. This course initiates and completes the preproduction process. Students create a story concept, a script, storyboard, budget, schedule, and cast. A faculty committee approves the content of the project.

**DV410 Digital Film Production 4 Credits**

Prerequisite: DV400. The course is the second in a short film project extended over three quarters. Students build on the elements created in preproduction to move into the production phase of their short film project. They incorporate their skills to begin the production of relevant and professional short films of their selected and approved genres. The film is shot in high definition video.

**DV420 Digital Film Postproduction 4 Credits**

Prerequisite: DV410. The course is the third in a short film project extended over three quarters. Students build on the elements from previous courses to move into the postproduction phase of their short film projects. They incorporate their postproduction skills to begin the editing of relevant and professional short films of their selected and approved genres. The film is edited and finished in high definition video.

**DV440 Digital Video Capstone 4 Credits**

Prerequisite or Concurrent: DV420. The course leads the student through the development of a final reel and portfolio project. The student prepares a network or distributor pitch of a video/film product, program, or service and effectively defends the presentation. The student also completes an individual thesis intended to integrate material already covered in previous courses as a means to support a future career path.

**DV490 BFA Digital Video Internship 6 Credits**

Prerequisite: DV420. A 180-hour structured internship gives students the opportunity to apply their skills to real world applications in a video/film production environment. Students integrate and apply skills, knowledge, and abilities acquired in the program.

## ENGINEERING DRAFTING

**ED100 Engineering Drawings I 4 Credits**

Co-requisite: ED110. Students study how to visualize objects in both a 3D and 2D format, interpret industry prints, build the knowledge and skills needed to create working drawings from functional models that meet current ASME and ISO standards.

**ED110 SolidWorks I 4 Credits**

Co-requisite: ED100. Students use SolidWorks for parametric solid modeling.

**ED150 Dimensioning and Tolerancing 4 Credits**

Prerequisite: ED110. Co-requisite: ED160. Students study standard and geometric dimensioning and tolerancing techniques used to produce manufacturable models and functional working drawings.

**ED151 Dimensioning and Tolerancing I 3 Credits**

Prerequisite: ED110. Co-requisite: ED160. Students study standard and geometric dimensioning and tolerancing techniques used to produce manufacturable models and functional working drawings.

**ED160 SolidWorks II 4 Credits**

Prerequisite: ED110. Co-requisite: ED150 or ED151. Students use SolidWorks to extract 2D documentation from 3D models and add dimensional information to drawings.

**ED170 Design for Manufacturing 4 Credits**

Prerequisite: ED160. Co-requisite: ED180. Students determine manufacturing and material selection as they relate to part design and feasibility. Topics include economics, machining, casting, molding, forming, bending, and joining.

**ED180 SolidWorks III 4 Credits**

Prerequisite: ED160. Co-requisite: ED170. Students apply advanced modeling techniques, theories, and applications using SolidWorks software.

**ED200 Engineering Drawings II 4 Credits**

Prerequisites: ED100, ED180. Co-requisite: ED210. Students develop drawing and design skills as they relate to manufacturing processes and quality control.

**ED210 Creo I 4 Credits**

Prerequisites: ED100, ED180. Co-requisite: ED200. Students learn to use Pro-Engineer/Creo parametric solid modeling for bottom-up design.

**ED225 Dimensioning and Tolerancing II 3 Credits**

Prerequisite: ED200. Co-requisite: ED230. Students interpret, analyze and apply basic tolerancing and GD&T principles to parts and assemblies.

**ED230 Creo II 4 Credits**

Prerequisite: ED210. Co-requisite: ED220 or ED225. Students use Pro-Engineer/Creo parametric solid modeling for top-down design.

**ED240 Product and Process Improvement 4 Credits**

Prerequisite: ED230. Co-requisite: ED250. Students study ways to reduce costs and waste, increase throughput and product life, and improve user satisfaction and overall product quality.

**ED250 Creo III 4 Credits**

Prerequisite: ED230. Co-requisite: ED240. Students explore the principles and practices of creating functional assemblies using Pro-Engineer/Creo as well as design methods that reduce cost and increase functionality.

## ENTERTAINMENT BUSINESS

**EB310 Entrepreneurship for Creative Arts 4 Credits**

Prerequisite: BS200. Pursuing an entrepreneurial venture in the creative arts field requires an understanding of both business and arts industry practices. This course will present an overview of arts-related career opportunities by exploring profit and not-for-profit arts organization and businesses. Basic and intermediate entrepreneurial marketing, promotion, and management skills are presented. Students will use the course as a basis of assessing the possibility of creation of an entrepreneurial plan.

**EB320 Writing for Media 4 Credits**

Prerequisite: CM121. Writing for Media focuses on a range of media writing techniques for various applications such as advertising, promotions, marketing, public relations and writing media presentation for clients. The course will also stress correct use of grammatical, compositional and writing techniques through practice of established media styles.

**EQUINE****EQ120 Equine Management 4 Credits**

Prerequisites: AG120. Students investigate the basics of managing horses with relation to nutrition, veterinary care, exercise requirements, and housing.

**EQ135 Introduction to Horsemanship 3 Credits**

Prerequisites: None. Students will be introduced to basic concepts of horse handling at halter and in the saddle. Western riding will be utilized to emphasize a relaxed seat and riding style.

**EQ155 Intermediate Horsemanship 4 Credits**

Prerequisites: EQ135. Students will expand their study of horsemanship while advancing skills to include English equitation and a balanced seat.

**EQ235 Advanced Horsemanship 4 Credits**

Prerequisites: EQ155. Students will complete their study of horsemanship while advancing skills in the discipline of their choice on "Green" or "unfinished" horses.

**EQ245 Lameness and Hoof Care 4 Credits**

Prerequisites: VT147 and VT154. Students examine the specifics of the equine musculoskeletal system in relation to equine lameness treatments, and explore prevention methods.

**EQ270 Equine Business and Law 4 Credits**

Prerequisites: AG100. Students will investigate business models specific to various aspects of the equine industry including legal considerations governing development and implementation of those business models.

**EQ290 Equine Evaluation and Instruction 4 Credits**

Prerequisites: EQ235. Students will develop equine evaluation skills related to conformation and performance of various breeds and disciplines. Plus, instructional methods for designated areas of equine interest will be explored.

**FINANCE****FN200 Financial Planning 4 Credits**

Prerequisite: BS100. This course covers personal financial planning and management. Topics include the financial planning process, household financial statements and budgets, tax planning, managing assets and credit, determining insurance needs, managing investments, retirement planning, and estate planning.

**FN300 Finance 4 Credits**

Prerequisites: AC150, BS100, CM121. This course presents theory and practices of finance. Students examine structure of companies and analyze effects of various long-term and short-term financing options.

**FN420 Investments 4 Credits**

Prerequisites: CM121, FN300. This course introduces principles of investing, including motivation, evaluation of an investment and descriptions of various types of investments. Students analyze strategies employed by investment professionals, learning how to use those strategies on both personal and professional levels.

**FN450 Derivatives 4 Credits**

Prerequisite: FN300. This course focuses on the nature and functions of derivative instruments, including forwards, futures, options, and swaps, with values based on equities, commodities, and other underlying assets. The course emphasizes their use as tools for risk reduction, portfolio management, and speculation.

**FN480 Investment Portfolios 4 Credits**

Prerequisites: BS350, FN420. This course offers a detailed study of investment portfolio construction, management, evaluation and protection, paying specific attention to selection, diversification and valuation of investment tools and evaluation of portfolio performance. Students explore contemporary issues in portfolio management, including futures markets and integrating derivative assets.

**FOUNDATIONS****FM051 Foundations of Mathematics I 3 Credits**

Prerequisite: None. This refresher course covers the arithmetic of whole numbers, fractions and decimals, including the use of the real numbers in ratios, percentages and averages.

**FM052 Foundations of Mathematics II 3 Credits**

Prerequisite: FM051 or Advanced Standing. This course links algebraic skills to arithmetic. An introduction to elementary algebra, it includes solving linear equations, graphing and evaluating expressions.

**FW051 Foundations of Writing I 3 Credits**

Prerequisite: None. Using personal experiences and readings for textual comprehension, students develop practical writing skills that are necessary in academic, business and technical discourse, including strategies for writing correct and effective sentences and paragraphs.

**FW052 Foundations of Writing II 3 Credits**

Prerequisite: FW051 or Advanced Standing. Students develop strategies for writing correct and effective paragraphs and short essays.

**GAME ART****GA200 Introduction to Game 4 Credits**

Prerequisite: None. This course introduces the student to the gaming industry. It explores the history of the games, who plays them, the elements required for creating a game, and finally the game development process.

**GA420 Game Project I 4 Credits**

Prerequisite: GD235, SD114. This class involves the student working in a team environment to create a game level from concept to finished product over the course of two quarters.

## COURSE DESCRIPTIONS

## GAME DEVELOPMENT

**GD163 Animation Fundamentals 4 Credits**

Prerequisite: GR131 or GR110. This is an introduction to 3D modeling and animation. The course covers modeling objects using splines, polygons, primitive objects, and modifiers; animating objects and cameras within a scene; applying 3D lighting and shadows to simulate realism and mood; creating textures; and applying materials.

**GD233 Matter and Motion 4 Credits**

Prerequisite: NS216. This course introduces physics necessary to understand and describe the motion of objects. Topics include the study of motion in one, two and three dimensions, forces, Newton's Laws, kinetic and potential energy conservation, center of mass, momentum conservation, heat, collisions, and rotational kinematics. Laboratory experiments reinforce learning by providing hands-on evidence of the important concepts. Mathematics is kept at the algebra level.

**GD235 Lighting and Textures 4 Credits**

Prerequisite: GD163. This is an introduction to the artistic representation of digital sets including models, lights, shadows, reflections, colors, opacities, environmental effects, and textures. The student integrates these elements to create the desired "look" for a scene. Students create their own textures using both photographic and 2D imaging tools.

**GD273 Animation Software Tools 4 Credits**

Prerequisite: SD114. This course covers the features and use of animation software such as Adobe's Flash and ActionScript. Students manipulate vector graphics, layered animation sequences, and listener responses both through ActionScript and through the Flash development environment's GUI. Students build and deploy games for both standalone and web-based delivery.

**GD300 Human Form and Action 4 Credits**

Prerequisite: GR131. This course examines the human form and its artistic depiction. Emphasis is on character design and on creating figures that display a full range of characteristic movement and a convincing feeling of action.

**GD325 Computer Graphics 4 Credits**

Prerequisites: NS216, SD234. This course covers the mathematical models that underlie the design and application of graphics and game engines. Additionally, students learn fundamental graphics algorithm. Topics include vectors, matrices, coordinate transforms, interpolation, illumination, visibility, collisions, and motion. Students will implement their work in a high-level programming language such as C++ or VPython.

**GD364 Multimedia Programming I 4 Credits**

Prerequisite: SD254. This course gives students an overview of using a software API library in games programming. Many of the concepts implemented in this class apply across many programming languages and libraries.

**GD370 Gaming Worlds and Culture 4 Credits**

Prerequisites: CM121, GA200. This course covers the interactions between games and the cultures that produce them. Topics include games and gender, how the culture views games, serious games or games that teach, and online worlds. In the second half of the course, students either make a serious game or design and construct an online world.

**GD374 Multimedia Programming II 4 Credits**

Prerequisite: GD364. The course provides an advanced view of the use of DirectX in game programming. The language used is C++. Many of the concepts implemented in this class apply across many programming languages and libraries.

**GD385 Simulating Physics with Software 4 Credits**

Prerequisites: GD233, GD325. This course brings the physics of the real world into a simulation. Students simulate real-world games such as billiards, golf, or pinball. Additionally, students explore simulating real-world interactions between bodies and approximate the laws governing non-terrestrial environments such as outer space and fantasy worlds.

**GD394 Software Engineering for Portables 4 Credits**

Prerequisite: SD254. This course introduces students to a development suite for creating software applications, including games for portable devices such as cell phones and personal digital assistants. Students learn about the limitations imposed by these devices' processing powers and learn to operate within those constraints. Equally important, this course is a practice in software engineering as students team up in the development of program requirements, design, development, and testing of applications.

**GD410 Storytelling and User Experience 4 Credits**

Prerequisites: CM121, GA200 or GD153. This is a creative writing course for game developers. Students learn to structure plots and design characters. They write dialog for game encounters and learn to structure conversation trees so as to create believable characters for a game. Students collaborate to create branching stories and compelling plotlines.

**GD415 Three-Dimensional Characters 4 Credits**

Prerequisites: GD235, GD300 or GD410. In this course, students create game-ready low polygon models and characters to use in computer games. The areas of study include modeling with primitives, using extrusions, mirroring and reusing models, using a high polygon mesh as a low polygon template, applying UVW mapping coordinates, and optimization techniques. The course also covers user interface development and texturing.

**GD420 Artificial Intelligence 4 Credits**

Prerequisites: GD273 or GD385 or IT305, SD254. This course covers fundamental artificial intelligence techniques for games and other applications including algorithms for movement such as chasing and evading, flocking, potential function-based movement, and A\* pathfinding. Additionally, classical artificial intelligence topics are introduced such as finite state machines, mini-max, fuzzy logic, rule-based AI, Bayesian techniques, neural networks, and genetic algorithms.

**GD450 Game Production 5 Credits**

Prerequisites: GA420, GD420. Students create their own computer games. They learn game engine design and graphical user programming. Emphasis is placed on implementing a design document into a working computer game. The areas of study include creating game design documents, creating 2D graphics, and creating 3D graphics engines. The course also covers collision detection and game mechanics.

**GD470 Portfolio 4 Credits**

Prerequisites: GA420, GD163, GD273, GD374, GD385, GD415, GD420. This course focuses on creating a professional-quality portfolio out of projects done for other core courses. Students will have the opportunity to select projects from earlier in the program, assembling them into an online portfolio which they can show to potential employers. Students will also attend meetings of local professional groups and review other online portfolios.

## GENERAL ENGINEERING

### EG270 Applied Statics and Strength of Materials 4 Credits

Prerequisite: NS266. Analysis of forces on structural and mechanical systems is introduced; topics include resultants of force systems, algebraic and graphical conditions of equilibrium of force systems, and analysis of forces acting on structural frameworks. Coverage of strength includes the mechanical and physical properties of materials such as stress, strain, and modulus of elasticity appropriate to the design of structures including frames, machines and buildings. Applications include the analysis and design of structural joints, beams, and columns.

### EG300 Introduction to Engineering Technology 2 Credits

Prerequisite: NS266. This course is an introduction to the field of engineering technology, the functions performed by engineering technologists, career paths and opportunities in the field, and initiation of a mentoring program.

### EG320 Engineering Materials 4 Credits

Prerequisite or Concurrent: EG300. This course is an introduction to engineering and construction materials including metals, polymers, ceramics and composites. Concepts include material structure, material properties, testing methods and material selection in design as well as principles and methods of alloying and heat treatment of iron, steel and non-ferrous metals.

### EG345 Quality Standards and Principles 3 Credits

Prerequisite or Concurrent: EG300. Course focuses on modern Total Quality Management philosophies, Statistical Process Control methods and tools for problem solving and ongoing process improvement. Topics will also include acceptance sampling procedures and standards, quality audits, economic aspects of quality decisions, basic concepts in reliability analysis, and the basics of ISO 9000.

## GRAPHICS

### GR101 Applied Color Theory 4 Credits

Prerequisite: None. This course presents fundamentals of color and its use in the creative profession. Students approach color from both an artistic and aesthetic point of view and in terms of practical, production-oriented applications that enable them to express ideas effectively.

### GR110 Digital Imaging I 4 Credits

Prerequisites: None. In this introductory computer graphics course the student explores two primary forms of working with computer images. In raster-based software program such as Adobe Photoshop the student learns how to scan in and manipulate photos, using the software tools and menus to retouch, resize, crop, and color balance images. In vector-based software program such as Adobe Illustrator the student learns how to scan in pencil sketches and use the pen tool to create clean and infinitely-scalable artwork for logos and illustrations.

### GR122 Typography and Composition 4 Credits

Prerequisite: None. This course consists of two components, covering the essential skills necessary to create professional-quality type design and effective visual composition. Students learn the history of typography and the technical aspects of letterforms, as well as measurement systems and methods of using type as a design element. The composition portion of this course enables students to create well-designed layouts that employ effective visual pathways, communicate ideas and elicit the desired responses.

### GR131 Design Fundamentals 4 Credits

Prerequisite: None. This introductory course is intended to introduce the student to the elements and principles of design. Students will explore elements and principles involved in planning and organizing a unified design, with an emphasis on creativity, visual perception and eliciting a viewer's response.

### GR141 Conceptual Drawing and Design 4 Credits

Prerequisite: GR131. This course introduces the student to basic drawing skills to promote creative thinking, expression, and idea development. Through a series of assignments the student learns to quickly sketch out ideas, critically discern the best direction, and develop final, pre-computer compositions.

### GR155 Digital Imaging II 4 Credits

Prerequisites: GR101, GR110, GR122, CA100 or GR141. This course takes the student further into raster-based and vector-based computer images. The student explores advanced techniques in photo manipulation and digital illustrations.

### GR160 Introduction to Adobe Photoshop 3 Credits

Prerequisites: GR100, GR131. In this introduction to Adobe Photoshop, students learn how to create and manipulate images. Using Photoshop's basic tools and filters, students scan images, color balance and retouch photographs, resize and crop, resample images and modify file formats.

### GR180 Page Layout 3 Credits

Prerequisites: GR100, GR121, GR131. This course acquaints students with current industry standard page layout software, which, when combined with the effective use of typography, composition, color and photography, enables students to produce standard, custom and premium levels of professional print publications and products.

### GR181 Page Layout 4 Credits

Prerequisites: GR101, GR122, GR131, GR141. This course acquaints students with current industry standard page layout software, which, when combined with the effective use of typography, composition, color and photography, enables students to produce standard, custom and premium levels of professional print publications and products.

### GR210 Advanced Web Delivery 4 Credits

Prerequisites: GR121, GR160, WD130. This course presents the student with advanced web development and delivery software, advanced site management systems and advanced HTML. Students create, deploy and maintain multipage websites using a site management system as they design, create and deploy text, images, media and forms and update sites.

### GR211 Basic Web Delivery 4 Credits

Prerequisites: GR110, GR122, WD130. This course presents the student with advanced web development and delivery software, advanced site management systems and advanced HTML. Students create, deploy and maintain multipage websites using a site management system as they design, create and deploy text, images, media and forms and update sites.

### GR220 Design Studio 3 Credits

Prerequisites: GR150, GR160, GR180. This course simulates management of workflow in a graphic design studio. Working in assigned teams, students assume, in rotation, each of the following roles: account executive, production manager and graphic designer. The account executive approaches outside clients for possible projects and presents those projects to the art director (instructor), graphic designer and production manager.

## COURSE DESCRIPTIONS

**GR225 Digital Studio 4 Credits**

Prerequisites: GR155, GR181. This course simulates management of workflow in a graphic design studio. Working in assigned teams, students assume, in rotation, each of the following roles: account executive, production manager and graphic designer. The account executive approaches outside clients for possible projects and presents those projects to the art director (instructor), graphic designer and production manager. New areas of Photoshop, Illustrator, and InDesign are explored to create visual solutions.

**GR250 Web Studio 3 Credits**

Prerequisites: GR210, SD212. Students integrate Photoshop, Illustrator, Dreamweaver, Flash and ActionScripting to create advanced interactive websites and explore interactive content and graphic images. The course goes beyond web page creation, covering website management and how to research and incorporate ASP and PHP programming into a site.

**GR251 Web Studio 4 Credits**

Prerequisites: GR211. Prerequisite or Concurrent: DV200 or SD212. Students integrate Photoshop, Illustrator, Dreamweaver, Flash and Action Scripting to create advanced interactive websites and explore interactive content and graphic images. The course goes beyond web page creation, covering website management and how to research and incorporate ASP and PHP programming into a site.

**GR285 Professional Portfolio 5 Credits**

Prerequisite(s): Last quarter. Students develop final print and digital portfolio presentations. Classroom artwork, pro-bono work and work for hire items are developed and refined to a professional level. Students develop a personal brand that extends from their website and to their cover letters and resumes. They also research jobs and potential employers and develop skills in phone, email, and social networking etiquette.

## HEALTH CARE MANAGEMENT

**HM105 Public Health 4 Credits**

Prerequisite: None. This course introduces students to the organization, administration and practice of public health.

**HM110 US Health Systems 4 Credits**

Prerequisite: None. This course introduces students to health care delivery systems and the unique challenges faced by the United States in the delivery of health care.

**HM150 Health Politics and Policy 4 Credits**

Prerequisite: None. This course explores health policies and the political processes occurring within the health care system. It considers the role of public opinion and the relationship of the political process to health policy in the areas of health care finance, access to health care and health care reform.

**HM310 Hospital Administration 4 Credits**

Prerequisite: HM110. This course walks students through a hospital, detailing each department's functions and relationships to other departments. The course also covers the roles and functions of the governing body, medical staff and support and ancillary services.

**HM320 Ambulatory Care 4 Credits**

Prerequisite: HM110. An in-depth and comprehensive introduction to the ambulatory care field and to the principles of management, planning and marketing a group practice, this course addresses strategic management issues such as managed care, integrated health systems and research.

**HM326 Health Informatics 4 Credits**

Prerequisites: CL131, HM110. This course is an in-depth and comprehensive introduction to concepts and applications of health informatics in health care. Students explore the latest legislation affecting health data, web application and resources, devices and methods required to optimize the acquisition, storage, retrieval and use of information in health systems and health information practice.

**HM330 Long-Term Care 4 Credits**

Prerequisite: HM110. This course introduces the basic components of the continuum of long-term care. Materials include case studies in long-term care.

**HM340 Compliance in Health Care 4 Credits**

Prerequisite: HM110, PD225. This course introduces students to the growing field of health care compliance. They study methods used to evaluate and monitor compliance programs.

**HM425 Ambulatory Care 4 Credits**

Prerequisite: HM110. An in-depth and comprehensive introduction to the ambulatory care field and to the principles of management, planning and marketing a group practice, this course addresses strategic management issues such as managed care, integrated health systems and research.

**HM450 Long-Term Care 4 Credits**

Prerequisite: HM110. This course introduces the basic components of the continuum of long-term care. Materials include case studies in long-term care.

**HM460 Governance 4 Credits**

Prerequisite: HM110, PD225. This course introduces governance of health care organizations. Topics include the technology of governance, practical aspects of that technology, and the value of governance when addressing the constant change in health care.

**HM470 Case Studies in Health Care Administration 4 Credits**

Prerequisite: HM110. Students apply the skills of management to specific scenarios in public and private sectors of the health care delivery system related to strategic planning and strategic management. The course addresses pivotal issues that students may encounter as administrators or managers.

**HM472 Hospital Administration 4 Credits**

Prerequisite: HM110. This course walks students through a hospital, detailing each department's functions and relationships to other departments. The course also covers the roles and functions of the governing body, medical staff and support and ancillary services.

**HM475 Capstone 5 Credits**

Prerequisite: Last quarter. This course must be taken in the last quarter of the program. It explores the various elements of health care management and assesses base knowledge of managerial planning, organizing, controlling, motivating, ethics, decision-making, communicating and operations.

## HEALTH FITNESS

**HS102 Introduction to Exercise Science 2 Credits**

Prerequisite: None. This course is an introduction to the field of exercise science and explores its emergence from the field of physical education. The course focuses on the various sub-disciplines of exercise science, professional organizations within the field and exercise science applications in the 21st century.

**HS150 Kinesiology 4 Credits**

Prerequisite or Concurrent: HS140. This course is an introduction to the study of human movement.

**HS202 Biomechanics 4 Credits**

Prerequisite: HS150. Students learn scientific concepts and natural physical laws that they apply to human movement in exercise and sports.

**HS212 General Nutrition 4 Credits**

Prerequisite: None. This course is an introduction to general nutrition. Topics include the nutritive value of foods, reading food labels, factors influencing a body's food requirements, and the importance of nutrition in promoting health and preventing disease. Students learn about various food cultures, the application of nutrition requirements to the basic food groups, and nutritional requirements throughout the human life cycle.

**HS245 Fitness Analysis 4 Credits**

Prerequisite: HS150, Co-requisite: HS247. This course introduces students to professional standards for exercise evaluation, testing and prescription.

**HS247 Exercise Prescription: Theory of Exercise 4 Credits**

Prerequisite: HS150, Co-requisite: HS245. This course introduces professional personal fitness training theory, working with apparently healthy populations and exercise/wellness program design.

**HS254 Exercise Prescription for Special Populations 4 Credits**

Prerequisites: HS245, HS247. This course introduces students to exercise prescription guidelines for programs in specific environments and for specific populations.

**HS265 Exercise Physiology 4 Credits**

Prerequisite: HS150. This course introduces the fundamental principles of human physiology and responses (both acute and chronic) to exercise.

**HS301 Sports Psychology 4 Credits**

Prerequisite: None. Students learn the psychological factors underlying successful participation in sports and exercise. Content covers key psychological principles surrounding performance enhancement, imagery, exercise adherence, goal setting, burnout, arousal, and athletic injuries.

**HS302 Trends in Health Fitness and Wellness 4 Credits**

Prerequisite or Concurrent: HS102, HS254. This course introduces students to current issues and trends in health fitness and wellness, dealing with topics such as ergonomics, fitness routines, state regulations and promotion of the profession. Students will research and discuss emerging industry trends and their effect on current industry standards, and will develop wellness strategies based on their research. Students will apply these new methods in a lab setting, in order to ensure successful implementation of their wellness strategies.

**HS303 Worksite Health Promotion 4 Credits**

Prerequisites: HS245, HS247. This course explores workplace health-related issues and examines approaches to promote health and prevent injury. It addresses assessment, planning, implementation, and evaluation strategies.

**HS304 Advanced Program System Design 4 Credits**

Prerequisite: HS247, HS265. This course prepares students to develop an exercise plan based on the individual's health needs. The student will develop the skills needed to identify appropriate training preparation methods and the scientific use of progression training for many popular events including sporting events and recreational competitions. Students will design a practice session.

**HS310 Resistance Training Specialist 4 Credits**

Prerequisites: HS202, HS245, HS247. This course explores health fitness industry trends and standards. Traditional training myths are exposed and students examine exercise mechanics, joint structure and function, strategic and MicroProgression®, structural and neuromuscular influences on range of motion, and the Functional Continuum®. Students learn to optimize training sessions and outcomes through customization and strategic manipulation of verbal and non-verbal cues. Additional topics include resistance profiles, the strength-resistance relationship, properties and influences of various resistance devices, common machines, and muscular responses to traditional and strategic resistance applications in the spine, trunk, and upper and lower extremities. Travel may be required to attend hands-on seminars.

**HS317 Advanced Exercise Physiology 4 Credits**

Prerequisite: HS245, HS265. This course will expand upon concepts learned in previous physiology courses. You will examine in detail the cellular processes and physiology of individual body systems. This information will then be applied to the body as a whole and each body systems' contribution to rest and exercise. Students will apply assessment techniques to determine appropriate ability and fitness levels.

**HS320 MAT Jumpstart 4 Credits**

Prerequisite: HS150. This course introduces students to neurophysiology, biomechanics, and practical applications of muscle activation techniques (MAT). MAT is a systematic approach that identifies muscular imbalances, which lead to inefficient function, pain

**HS322 Principles in Child Fitness 4 Credits**

Prerequisite: HS247. This is an introduction to the design and implementation of fitness programs for children. Topics include child motivation, creative activities, problem-solving and building self-esteem through physical movement.

**HS351 Externship Training 6 Credits**

Prerequisite: Final quarter of enrollment. This is a capstone course serving to integrate the skills, knowledge, and abilities acquired for hands-on application in a health and exercise sciences environment. Students complete an on-the-job training program in a setting that employs a variety of skills common to the field.

**HOSPITALITY MANAGEMENT****HI100 Hospitality Management 4 Credits**

Prerequisite: None. This course is an introduction to the hospitality industry and career opportunities within the industry, including travel and tourism, lodging, and foodservice. Students explore management, leadership and organizational aspects of the industry by examining global issues, technologies, ethics and trends.

**HI300 Hospitality Service Strategies 4 Credits**

Prerequisite: HI100. This course provides an analysis of service delivery systems for the hospitality industry. Principles of Total Quality Management (TQM), outcome assessment and leadership are integrated throughout the course. Students examine domestic and global service issues, standards and models for service management.

**HI310 Event Planning 4 Credits**

Prerequisites: HI100. This course studies types of event planning including product launch, conference, sales meeting, events, fund-raising events and more. Various elements such as budgeting, scheduling, staffing, décor, entertainment, and food and beverage ordering are explored and applied to an event plan.

## COURSE DESCRIPTIONS

### HI330 Food Service Management 4 Credits

Prerequisite: HI100. Students learn aspects of operating a restaurant business. Critical factors include site selection, menu engineering and development, sanitation management, and human resources. There is a special emphasis on how marketing and accounting affect the success of a food service business.

## HUMAN RESOURCE MANAGEMENT

### HR300 Human Resource Management 4 Credits

Prerequisites: BS105, CM121. This course covers legislation, job analysis, human resource planning, recruitment and selection, focusing on staffing an organization so it has the type and number of employees it needs at any given time. Topics may include new employee orientation, basic literacy training, education for high-level executives, career development programs to foster teamwork, comprehensive organizational development in response to change, compensation, and the collective bargaining process.

### HR311 Employment Law 4 Credits

Prerequisite: BS180 or HR300. This course examines legal issues in the workplace, addressing employment law related to the employer/employee relationship, the legal context of a business and its importance to the overall success of a business, diversity and culture of the workplace, and legal issues that affect the motivation, production and equity of employees.

### HR315 Labor Relations 4 Credits

Prerequisite: HR300. This course examines the Human Resource Professional's role in employee and labor relations. The course explores the rules of collective bargaining, labor unions, union stewards, the rights of the employee and the organization in dealing with labor laws, ethnic, racial and gender considerations and relations in both the public and private sectors.

### HR350 Recruitment and Retention 4 Credits

Prerequisite: HR300. This course covers practical implications of recruiting and retaining employees, including effects on business success. Students prepare systematic approaches to making hiring decisions that enhance a business' human resources.

### HR400 Training and Development 4 Credits

Prerequisite: BS311. This course covers basic concepts of training, reasons for training programs, goals that drive the training process and the importance of formal training to a business.

### HR440 Change Management 4 Credits

Prerequisite: HR300. This course explores connections between theory, concepts and applications of change management. Students learn how to manage, implement and promote positive change in business environments, concepts of crisis management, and strategies for dealing with difficult employees.

## HUMANITIES

### HU100 Introduction to Humanities 4 Credits

Prerequisite or Concurrent: CM121. This course is an exploratory approach to the humanities focusing on literature, philosophy, comparative religion, music, sculpture, architecture and painting in a social/historical framework.

### HU121 Film in Society 4 Credits

Prerequisite: None. Students develop an appreciation of film as a visual art, examining ways in which films impact our culture, our economy, and our society.

### HU130 Spanish I 4 Credits

Prerequisite: None. This is the first of a two-quarter course for students with little or no background in the Spanish language. It provides basic proficiency in speaking, reading, writing and listening at the conversational level and general knowledge of Spanish-speaking cultures.

### HU145 Global Influences on American Music 4 Credits

Prerequisite: None. This course explores the global, social, political, and cultural influences on the evolution of American music. Students will examine various musical genres including but not limited to, folk, ethnic, jazz, and popular music, and identify the influence composers, performers, and artists have had on our American cultural identity.

### HU150 Introduction to Literature 4 Credits

Prerequisite or Concurrent: CM121. This course is a survey of short stories, poetry, and drama as literary forms with an emphasis on using literary analysis to interpret a wide range of literary works.

### HU230 Spanish II 4 Credits

Prerequisite: HU130. Spanish II is the second of a two-quarter course designed for beginning students who have successfully completed Spanish I and intend to continue their studies in listening, speaking, reading and writing conversational Spanish and knowledge of Spanish-speaking cultures.

### HU315 World Literature 4 Credits

Prerequisites: CM121, HU150. This course examines global perspectives on literature using texts from a variety of genres including folktales, proverbs, poetry and short stories from throughout the world. Authors studied represent a variety of geopolitical contexts that provide diverse social and political settings for composition and consumption of the writings and media. Students compare and contrast literary elements of texts to understand the works' historical and cultural significance.

## INFORMATION TECHNOLOGY

### IT135 Computing Fundamentals 4 Credits

Prerequisite: None. This course is a survey of computing topics: history, fundamentals of computer architecture, software, numeration systems, security fundamentals, user interfaces, emerging technologies, and pervasive themes in computing. Students also explore various computing disciplines and roles that computing professionals play in the workplace.

### IT155 Computer Essentials 4 Credits

Prerequisite: None. The course introduces the functional parts of a computer from a hands-on perspective. Students learn to identify computer components, disassemble machines, carry out common hardware and software maintenance tasks, install operating systems, select and install hardware upgrades, troubleshoot common hardware and firmware problems, and build computers.

### IT165 Mobile Operating Systems 4 Credits

Prerequisite: None. This course introduces major functions of mobile operating systems and user interfaces. Students work hands-on configuring, troubleshooting, maintaining and generally administering popular mobile operating systems.

### IT205 Operating Systems I 4 Credits

Prerequisite: None. This course introduces major functions of operating systems and user interfaces. Students work hands-on configuring, troubleshooting, maintaining and generally administering popular operating systems.

**IT255 Operating Systems II 4 Credits**

Prerequisite: IT205. The course introduces multiprocessor and networking operating systems concepts, the challenges and opportunities they provide, and security issues related to network operating systems. In the laboratory portion, students learn to administer a popular network operating system.

**IT305 Systems Analysis and Design 4 Credits**

Prerequisites: DB211, NT242, SD114, WD130. In this integrative course, students learn formal methods to gather requirements for a project, model an existing system or business process, develop solution concepts, and plan the engineering, development, rollout, timeline and training process for the introduction of a new technology or solution. A hands-on approach to systems analysis and design is used throughout the course, with specific attention paid to understanding and creating Unified Modeling Language (UML) diagrams.

**IT315 Information Security 4 Credits**

Prerequisites: CJ215 or CJ220, IT135. This course introduces information security as a discipline and profession. Topics include information security fundamentals and security threats, defenses, and countermeasures for personal, enterprise and network security. Assets such as desktops, laptops, network servers and removable media are analyzed for common security pitfalls. Students explore measures for protecting those assets and the information they contain. Best practices, policies and procedures for information security are discussed, analyzed and evaluated in terms of return on investment (ROI).

**IT320 Cyber Forensics 4 Credits**

Prerequisites: CJ220 or IT315 or LA215. This course covers the background and history of computer crime. Topics include the evolution of computer crime, computer investigations, crime scene processing, evidence management, law enforcement investigations, and cyber law litigation.

**IT324 User Interface Design 4 Credits**

Prerequisites: SD254, WD260. Students explore fundamentals of user interface concepts, user psychology and other user concerns related to user interfaces. Students program in a development environment that allows them to rapidly develop user interfaces (UIs). This course may be taught with any package that includes an integrated development environment (IDE) for fast creation of form-based or web-based user interface applications.

**IT330 IT Service Management 4 Credits**

Prerequisites: BS170, IT255, NT272. Students learn best practices for IT service management and IT service operations. One or more specific frameworks for describing IT infrastructure services may be used throughout the course to acquaint students with industry standards and practices.

**IT333 Network Application Services 4 Credits**

Prerequisites: IT255, NT272. Students learn to administer a Windows Server Infrastructure in an enterprise environment. The course prepares students to prove mastery of Advanced Windows Server Services such as advanced configuring tasks necessary to deploy, manage, and maintain a Windows Server infrastructure. It covers such skills as fault tolerance, certificate services, and identity federation, implementing advanced network services, file services, Dynamic Access Control, failover clustering, disaster recovery and Active Directory Certificate Services.

**IT335 Operating Systems III 4 Credits**

Prerequisites: IT255, SD232. This course presents the Linux operating system in a network environment, through textbased study and hands-on exercises. Topics include essentials of installing, configuring, maintaining, administering and troubleshooting the system. Emphasis is placed on using the command line to perform administrative functions.

**IT340 Virtual Solutions 4 Credits**

Prerequisites: IT255, NT272. Students learn about virtual solutions for providing IT services. Virtual solutions include virtual servers, virtual desktops and virtual applications. The uses, value, and risks associated with virtual solutions are explored and students learn how to install, administer and configure a high-capacity industry solution.

**IT415 Information Technology Capstone 4 Credits**

Prerequisite: IT305. This highly integrative course is normally taken during the final year. Students will work in small groups and go through the problem selection, analysis, and design phases of the system development life cycle. Additionally, students develop working prototypes as proof-of-concept and professionally present their projects to all interested students and staff.

**IT425 Network Security Services 4 Credits**

Prerequisites: IT315, NT272. In this course, students explore network security by learning the tools and tricks of the hackers. Additionally, students implement an intrusion detection system and participate in practical exercises to test and harden their networks.

**IT435 Business Intelligence Systems 4 Credits**

Prerequisites: IT305, NS320. In this course students explore the results of recent advances in management technologies and decision support systems such as artificial neural networks, expert systems, data mining, web analytics, business simulation and forecasting models. Additionally, students assess how technologies such as these are part of modern communications systems, collaboration systems, management support systems and other systems commonly found within the workplace. Through the use of case examples, students learn that implementing a new technology can provide a strategic advantage, but also carries risk, as the technology may not perform at the anticipated level. Students learn to assess technology for its potential benefits as well as risk and learn the importance of understanding problems and their solutions from both the management and the technical standpoints.

**KEYBOARDING****KY170 Transcription 3 Credits**

Prerequisites: MA100 or LA100. This course emphasizes speed and accuracy as students learn to transcribe documents and reports.

**LAW****LA100 Legal Terminology 4 Credits**

Prerequisite: None. This is a concentrated study of terminology used in the legal process. Students learn the proper use of legal terminology through reading and practice. Legal terms are spelled, defined and applied to real situations that occur in the legal field.

## COURSE DESCRIPTIONS

**LA122 Introduction to the Legal Profession 4 Credits**

Prerequisite: None. This course is an overview of the legal profession. It examines the range of employment settings, work responsibilities, job requirements and career opportunities in the legal field. The course surveys the knowledge, abilities, skills, and technologies employed in the practice of law, with emphasis on legal and ethical constraints.

**LA155 Legal Research I 4 Credits**

Prerequisite or Concurrent: LA100. Students perform legal research using texts and the computer. They learn fundamentals of legal analysis relating to primary law and secondary law and correct citation format, as well as how to use the law library, electronic resources and a range of other tools to find relevant primary and secondary law. Students receive instruction in Westlaw.

**LA170 Real Estate 3 Credits**

Prerequisites or Concurrent: CL131, LA100. This course covers concepts of the law of real property, including types of estates and ownership, encumbrances, recording and registration, title examination, financing methods and rental property. Students learn to prepare documents such as liens, leaseholds and joint ownership that transfer title and create property interests, and study in detail the documents and processes involved in real estate closings.

**LA180 Torts 3 Credits**

Prerequisite: None. This course prepares students to perform paralegal support functions in personal injury and other tort litigation. Students learn underlying social policies, elements and defenses for actions in negligence, intentional tort and strict liability cases. They also learn how to analyze potential liability in a wide number of factual situations.

**LA185 Criminal Law and Procedure 3 Credits**

Prerequisite: LA100. This course reviews the fundamentals of criminal litigation enhanced with practical skills needed to work in this area. Students investigate criminal law, including categories, elements and defenses of crimes, procedural criminal law, the criminal legal process and constitutional considerations.

**LA198 Constitutional Issues 4 Credits**

Prerequisite: LA100. This course examines fundamental substantive and procedural U.S. Constitutional law. Students evaluate cases and laws to discover problematic constitutional issues, gather information and draft documents relating to criminal, property, and civil rights proceedings.

**LA201 American Legal Systems 3 Credits**

Prerequisite: None. This course analyzes the function and workings of American courts; their influence on politics and society; the roles of judges, courts and lawyers; and the concept of law as a coherent system. Students incorporate current legal events as they examine and debate the fundamental history, structure, and jurisprudential cornerstones of the American modern legal system.

**LA205 Litigation I 4 Credits**

Prerequisites: LA100. This course provides theoretical and practical knowledge needed by a paralegal to assist an attorney in the litigation process. Students learn to draft various discovery documents used in litigation.

**LA215 Law Office Procedures and Technology 4 Credits**

Prerequisites: LA100. This course familiarizes students with practical inner workings of a law office. Topics include office organization, legal terminology, fees and billing procedures, scheduling and calendaring, preparation and maintenance of case files, preparation of law office forms, and an introduction to a variety of legal-specific software applications.

**LA235 Contracts 3 Credits**

Prerequisite: LA155. This course provides an in-depth analysis of law pertaining to contracts, including contract formation, resolution, breach, defenses and the Uniform Commercial Code. Students complete research projects, using the law library and Westlaw to draft simple contracts.

**LA240 Legal Writing I 4 Credits**

Prerequisites: CM121, LA155. Students review writing basics, including punctuation, capitalization, grammar, and correct formatting of correspondence and legal documents. The course incorporates fundamentals of legal writing and analysis of cases. Students learn to prepare professional legal correspondence, legal case briefs and other written legal documents.

**LA245 Fundamentals of Electronic Discovery 4 Credits**

Prerequisite: LA205. This is a concentrated study of the electronic discovery process for litigation. Students learn the first steps of the EDRM\* (Electronic Discovery Reference Model): information management, identification, preservation, and collection. Through the EDRM model, students learn a series of guidelines to perform electronic discovery in a standardized way consistent with industry standards.

**LA251 Electronic Discovery Technology User Experience 4 Credits**

Prerequisite: LA215. This course is an in-depth study of technologies and techniques used in litigation support and electronic discovery. Students will utilize litigation support software, troubleshoot problems and learn hands-on techniques to process and analyze digital data in preparation for document production.

**LA265 Family Law 3 Credits**

Prerequisite: LA155. This course examines substantive and procedural family law. The course explores the paralegal's role in preparing antenuptial, separation and custody agreements; gathering information and drafting documents relating to divorce, annulment, property settlement, and custody proceedings; and the judicial enforcement of such agreements and decrees.

**LA285 Electronic Discovery Rules and Compliance 4 Credits**

Prerequisite: None. This course is a concentrated study of the electronic discovery rules and related compliance issues. It considers electronic discovery practice under the federal and state court rules and associated ethical dilemmas.

**LA299 AAS Paralegal Internship 6 Credits**

Prerequisite: PD260. A student must complete all legal courses before taking LA299. The internship integrates paralegal and liberal arts training through hands-on applications in law office environments. Working under the direction and supervision of attorneys, students maintain docket and calendars, prepare exhibits, assist in preparing settlement documents, attend intake interviews, order necessary court or government records, gather and prepare factual materials for trial, perform legal research and evaluate ethical situations.

**LA305 Interviewing and Investigation 4 Credits**

Prerequisites: LA185, LA205. This course provides theoretical and practical knowledge, preparing students for interviewing and investigation methods they will use as they assist attorneys in preparation of cases.

**LA321 Probate Practice 3 Credits**

Prerequisite: LA240. Students learn law relating to several types of ownership of property, testate and intestate succession, estate distribution and requirements for creating a valid will, and a simple trust with minor beneficiaries. The course emphasizes probate process and estate administration, including preparation of wills, trusts and petitions for informal administration of estates.

**LA323 Bankruptcy 3 Credits**

Prerequisites: LA240. This course provides theoretical and practical knowledge of bankruptcy litigation.

**LA325 Intellectual Property 4 Credits**

Prerequisites: LA155, LA240. This course deals with copyrights, trademarks, patents and trade secrets. Students study real cases and business situations that illustrate concepts and principles of intellectual property law.

**LA328 Business Entities 4 Credits**

Prerequisite: LA240. This course covers the law of creation and dissolution of sole proprietorships, general and limited partnerships, and limited liability companies and corporations, including the rights, responsibilities and relationships created by each structure. Students learn to prepare documents related to formation, conversion and dissolution of each structure. Internet use is required.

**LA355 Advanced Electronic Discovery and Project Management 4 Credits**

Prerequisite: LA245. This is a concentrated study of the electronic discovery process for litigation. Students learn the last steps of the EDRM\* (Electronic Discovery Reference Model): processing, review, analysis, production, and presentation. Through the EDRM model, students learn a series of guidelines to perform electronic discovery in a standardized way consistent with industry standards. Students will also study project management as it relates specifically to electronic discovery.

**LA405 Alternative Dispute Resolution 4 Credits**

Prerequisites: LA155, LA205. This course covers alternatives to litigation for resolution of disputes. Students analyze negotiation, mediation and arbitration; identifying participants, ultimate decision-making authorities, best alternatives given the circumstances of particular disputes, and the role that the paralegal plays in the process.

**LA410 Legal Research II 4 Credits**

Prerequisite: LA155. Students learn advanced legal research skills, using primary and secondary sources of law and relevant finding tools, researching complex legal issues using a variety of tools, producing results of advanced searches and researched interoffice memoranda, and performing advanced Westlaw queries.

**LA420 Litigation II 4 Credits**

Prerequisites: LA205, LA215. This course expands on topics introduced in Litigation I. Students apply what they have learned about the civil litigation process, exploring strategy and mechanics of civil procedure in depth. Topics include motions, discovery, trial and appellate procedures. The instructor-facilitator acts as a supervising attorney, guiding students as they apply critical thinking and analytical skills in complex drafting exercises for two or three cases, from inception to final resolution.

**LA425 Legal Writing II 4 Credits**

Prerequisites: LA155, LA240. Students learn to make clear, concise, persuasive written legal arguments. They apply analytical skills as they make decisions and advance arguments by evaluating legal authorities and synthesizing those authorities into legal documents such as motions with accompanying memoranda of law.

**LA499 BS Paralegal Internship 6 Credits**

Prerequisite: PD260. A student must complete all legal courses before enrolling in LA499. The paralegal internship integrates paralegal and general education training. Students, under the supervision of attorneys, perform hands-on applications in a law office environment. Students perform advanced duties, which may include preparing exhibits and evidence, working with clients to obtain information and fill out necessary forms, assisting in preparation for pretrial conferences and case settlements, researching primary and secondary law, assisting in drafting contacts and agreements, and creating internal and external legal memoranda.

**MARKETING AND SALES****MK205 Marketing 4 Credits**

Prerequisite: AG100 or BS105 or BS200 or equivalent. This introduction to marketing provides an in-depth study of market research and social influences of marketing on consumers and businesses. The class focuses on the four P's of marketing (product, price, place, and promotion), and how they relate to the total marketing concept. Students study the process of identifying customer needs, developing and pricing products and developing a marketing plan.

**MK220 Sales Management 3 Credits**

Prerequisite: MK205. The course covers responsibilities and strategies associated with managing a sales force, focusing on creating entrepreneurial strategies for sales force management. Students learn leadership and management techniques that enhance the success of individual salespeople and of organizations.

**MK225 Internet Marketing 4 Credits**

Prerequisite: MK205 or equivalent. Internet marketing plays an increasingly important role in the success of businesses. This course provides an overview of various Internet marketing strategies.

**MK250 Internet Advertising 4 Credits**

Prerequisite: MK205 or equivalent. This course is an overview of the role of advertising and promotional techniques, methods and strategies for advertising in an online environment. Students study interactive advertising concepts, internet advertising platforms and banner and display advertising. Comprehensive pay-per-click (PPC) ad campaigns, including copy writing for advertisements and landing pages, and inquiry conversion and tracking are emphasized.

**MK275 Social Media 4 Credits**

Prerequisite: MK205 or equivalent. This course presents the use of online social networking as a business strategy designed to increase customer loyalty and inquiry conversion. Students will study major social media channels and marketing campaign techniques, and evaluate contemporary and emerging tools in the digital marketplace including social bookmarking and techniques to drive social media traffic. Analyses of social media effectiveness will also be explored.

## COURSE DESCRIPTIONS

### **MK285 Search Engine Optimization 4 Credits**

Prerequisite: MK225 or equivalent. The course introduces concepts and strategies for successful search engine optimization (SEO). Students examine different kinds of searches including image searches, local searches, and industry-specific vertical search engines. Topics include: link building, site structure improvements, conversation tracking, and keyword strategic development. Search engine optimization to increase a website's relevance, increase its visibility, traffic, inquiries and sales, and management of basic SEO functions for small to mid-size businesses are addressed.

### **MK330 Service Marketing 4 Credits**

Prerequisite: MK205. This course focuses on the competitive advantage a business gains when it provides high-quality service. Topics include mediums used to implement a marketing plan for a service-oriented business and contrasts between product and service marketing.

### **MK335 Advanced Web Marketing 5 Credits**

Prerequisite: MK225 or equivalent. This course explores new technologies and theories surrounding product marketing on the Internet. Current concepts such as search engine optimization, blogging, podcasting, P2P, and viral marketing are covered. The student examines current trends in web marketing and learns to apply them in practice.

### **MK345 Internet Marketing Strategies 4 Credits**

Prerequisite: MK225 or equivalent. This course explores internet-specific short-term and long-term strategies and techniques which enhance and support a business' overall marketing objectives. Students study how to construct promotions, generate targeted online traffic, position content, and create overall brand awareness. The development and application of comprehensive content marketing strategies to drive results is emphasized.

### **MK365 Conversion Optimization 4 Credits**

Prerequisite: MK335 and MK345. Internet conversion optimization strategies, Calls-to-Action (CTA) and nurturing marketing campaigns will be examined in this course. Students will explore creating, directing, testing, and managing CTAs, and landing pages that deliver inquires which maximize conversion rates and sales.

### **MK405 Marketing Research 4 Credits**

Prerequisite: MK205. This course examines marketing research as a key function of a business, comparing various research methods and industry practices. Students acquire tools for evaluating market opportunities.

## MASSAGE THERAPY

### **MS115 Swedish Massage 3 Credits**

Prerequisite or Concurrent: NS140. Students receive hands-on training in skills and knowledge necessary to perform full-body Swedish massage and basic chair massage routines. Topics include the history of massage, legal considerations, equipment, safety practices, basic musculoskeletal identification, benefits and contraindications of massage, technique application, client consultation, assessment and basic documentation.

### **MS151 Pathology for Massage Therapists 4 Credits**

Prerequisite or concurrent: NS150. This course introduces postural analysis and disease conditions for eleven body systems, providing students with related skills needed by massage therapists.

### **MS155 Pregnancy/Special Populations Massage 3 Credits**

Prerequisite: MS115. Students receive hands-on training in skills and knowledge necessary to perform pregnancy massage. They are also introduced to massage techniques commonly performed in geriatric and hospice settings. Each student performs hands-on applications of pregnancy and special population's techniques in lab.

### **MS156 Myofascial Release 3 Credits**

Prerequisite: MS115. Prerequisite or Concurrent: HS150. Students receive hands-on training in skills and knowledge needed to manipulate connective tissue in a full-body myofascial release routine. Each student performs myofascial techniques in lab. Students receive eight hours of CPR and first aid training as part of this course.

### **MS157 Hot Stone Massage/Spa Techniques 3 Credits**

Prerequisite: MS115. Students receive hands-on training in skills and knowledge needed to perform full-body hot stone massage. Students are introduced to aromatherapy, reflexology, paraffin, body wrap treatments and hydro/cryotherapy. Each student performs hands-on applications of hot stone and select spa techniques in lab.

### **MS245 Anatomy and Physiology for Massage 4 Credits**

Prerequisites: MS115. Prerequisite or Concurrent: NS150. Students explore advanced human anatomy and physiology emphasizing the structures, functions and pathophysiology of the eleven body systems as they relate to massage therapy practitioners.

### **MS258 Introduction to Thai/Energy Work 2 Credits**

Prerequisite or Concurrent: HS150, MS272. This course introduces students to Thai massage techniques and explores various energy techniques. Students learn basic Thai massage and energy work techniques. Each student performs Thai massage and energy work techniques in a lab.

### **MS271 Massage Clinical Practicum 1 Credit**

Prerequisites: MS155, MS156, MS272, MS273. In this capstone course, students integrate skills, knowledge and abilities acquired in all massage technique courses as they perform massage at a school approved practicum site.

### **MS272 Deep Tissue and Sports Massage 4 Credits**

Prerequisite: MS115. Prerequisite or Concurrent: HS150. Students receive hands-on training in skills and knowledge needed to perform deep tissue and sports massage techniques. Students gain skills and knowledge necessary to assess the client's condition so they apply the most effective technique. Each student performs deep-tissue and sports massage techniques in lab.

### **MS273 Deep Tissue and Sports Massage Clinic 2 Credits**

Prerequisite: MS272. This course is a hands-on class where the student performs massage techniques in a clinic setting on outside clientele. The student experiences a variety of body types and interactions with the public. Clients fill out health history forms and evaluations on the students' performances and students are required to maintain SOAP notes for each client.

### **MS285 Condition Specific Assessment Strategies 3 Credits**

Prerequisites: MS151, MS245, MS273, NS150. Students identify conditions through assessment techniques including verbal intake, postural assessment and range of motion. They apply learned massage techniques to specific conditions common to a typical therapeutic massage and body work practice.

**MS290 Integrative Case Study Analysis 3 Credits**

Prerequisites: MS151, MS273, MS285. In this course, students develop treatment plans based on published case studies and then apply those plans under mock conditions. Critical thinking skills are emphasized.

**MS301 Craniosacral/Lymphatic Drainage Therapies 3 Credits**

Prerequisites: MS156, MS272. This course introduces advanced skills and knowledge necessary to perform craniosacral and lymphatic drainage treatments. Each student performs craniosacral and lymphatic drainage massage techniques in a lab setting.

**MECHANICAL ENGINEERING TECHNOLOGY****MET320 Manufacturing Processes 4 Credits**

Prerequisite: EG320. This course covers the processes used to manufacture products made of metals, plastics and other materials. Processes include casting, bulk deformation, sheet-metal forming, machining, welding, extrusion, injection molding, blow molding, rotational molding, thermoforming, and machining.

**MET330 Electric Circuits Fundamentals 4 Credits**

Prerequisite: NS267. This course is an introduction to basic electrical and electronic concepts, practical applications, and troubleshooting. Labs include proper use of test equipment and troubleshooting for simple circuits.

**MET340 Experimental Methods for Engineering Technology 4 Credits**

Prerequisite: NS267. This course is an introduction to various measurement techniques and measurement systems for engineering experiments. Labs include operating instrumentation and data-acquisition systems.

**MET350 Fluid Power 4 Credits**

Prerequisite: MET340. This course is an introduction to hydraulic and pneumatic systems. Topics include the general concept of fluid power systems and an introduction to energy input, energy output, energy control, and systems auxiliary components as well as the design and function of components.

**MET360 Mechanical Tolerancing Analysis and GD&T 4 Credits**

Prerequisite: EG340 or EG345, ED150 or ED151 or equivalent. This course is an advanced course on the theory of tolerance analysis and geometric dimensioning and tolerancing (GD&T). Topics include measuring equipment, standards, traceability, uncertainty, risk analysis, geometric tolerances and tolerance stacking. Labs include inspection of parts using the standard inspection equipment such as micrometers, indicators, surface plates, right-angle plates, precision parallels, gage blocks, and gage pins.

**MET420 Mechanics 4 Credits**

Prerequisite: EG270 or equivalent, EG320. This course covers stress and strain analysis including torsion, combined stresses, Mohr's circle, eccentric loading, columns, structural connections, and pressure vessels.

**MET430 Machine Design 4 Credits**

Prerequisite: ED110 or ED210 or equivalent, MET420. This course is a study of kinematics and stress analysis of various mechanical devices used in design. Devices include fasteners, bearings, springs, linkages, and gear trains.

**MET435 Finite Element Analysis 4 Credits**

Prerequisite or Concurrent: MET430. This course is an introduction to finite element analysis with a focus on practical implementation on structural engineering problems. Finite element theory is discussed, including mesh generation, proper element density, interfacing and boundary conditions. Examples from various software packages are introduced.

**MET445 Digital Fabrication 4 Credits**

Prerequisites: MET320, MET330, MET360, Prerequisite or Concurrent: MET430. This course is an introduction to personal digital fabrication using a digital fabrication laboratory modeled after the FABLAB at MIT. Students will design products and use laser cutters, 3-D printers, vinyl cutters, ShopBot CNC routers, and desktop milling machines to fabricate and test their design projects.

**MET 450 Lean Manufacturing and Concurrent Engineering Design 4 Credits**

Prerequisite: MET320, MET330, MET360, Prerequisite or Concurrent: MET430. This course covers current practices in lean manufacturing, concurrent engineering and design of experiments and what it means to the product designer. In the lab portion of class students evaluate actual product designs and modify them using best practices learned in previous classes.

**MET460 Mechanical Design and Development 4 Credits**

Prerequisite or Concurrent: MET450. This is a project-based senior mechanical design class taking the student through all phases of design from evaluating customer needs and conceptual design to final drawings, testing and production implementation.

**MET480 Mechanical Engineering Technology Capstone 4 Credits**

Prerequisite: MET440 or MET445. Prerequisite or Concurrent: MET460. In this course students complete individual projects integrating all of their coursework culminating in employment portfolios and presentations showcasing their abilities.

**MET499 Mechanical Engineering Technology Internship 4 Credits**

Prerequisite: MET440 or MET445. Prerequisite or Concurrent: MET460. This course must be taken in either of the last two quarters of the student's program. This course provides an opportunity for the student to experience mechanical engineering technology in an industry setting to gain practical experience outside of the classroom.

**MEDIA COMMUNICATION****MC290 Web Analytics and Reporting 4 Credits**

Prerequisites: MK285. Students are introduced to the systematic collection, analysis, and use of website performance and visitor behavior data. Web metrics are used to determine how a website is performing from the customer's and the business' perspective. Students define appropriate metrics for a website, select appropriate data and collection technology to measure the metric, interpret the data, and make recommendations for improvement.

**MC440 Media Management 4 Credits**

Prerequisite: MK405. This course covers industry specific management aspects of media delivery. Topics include demographic analysis, media planning, media buying, targeted research methods, buying strategies, and media market analysis.

## COURSE DESCRIPTIONS

## MEDICAL

**MA100 Medical Terminology 4 Credits**

Prerequisite: None. This course is a comprehensive study of terminology used in common medical practice.

**MA131 Introduction to Clinical Skills 3 Credits**

Prerequisite: None. This is a general introduction to the clinical/laboratory aspect of the medical office. Subjects covered include OSHA standards and regulations, universal precautions, medical asepsis, infection control, and laboratory safety. This class introduces the theory and practice of effective documentation, communication, and professionalism standards in the medical setting.

**MA149 Patient Care Sciences I 3 Credits**

Prerequisite or Concurrent: MA100. This course combines lecture with clinical practice to acquaint students with basic concepts of outpatient care. Topics include patient relations, clinical charting and documentation, vital signs, patient rooming, and physical examinations.

**MA157 Patient Care Sciences II 3 Credits**

Prerequisites: MA131, MA149. This class presents the theory and practice of electrocardiogram together with a review of the cardiopulmonary body systems. Students acquire skills necessary to perform an ECG and Spirometry, recognize and assess a cardiopulmonary emergency, provide first aid care, and administer CPR. Professional CPR and First Aid certification will be awarded upon successful completion. Students are also introduced to minor surgical procedures and the concepts of sterility and surgical assisting.

**MA161 Pharmacology 3 Credits**

Prerequisites: MA100, NS150, FM052 or Advanced Standing. This course covers principles of pharmacology and drug therapy.

**MA174 Introduction to Administration 4 Credits**

Prerequisite or Concurrent: MA100. This course introduces common medical office procedures using both electronic health records and manual systems. Topics include reception, telephone management, appointment scheduling, mail processing and medical record filing.

**MA202 Coding and Billing I 3 Credits**

Prerequisite or Concurrent: MA174. Managed care policies and procedures are covered in this course. Topics include diagnostic and procedural coding, billing and collection processes, insurance authorization, and other financial policies.

**MA212 Microbiology and Urinalysis 3 Credits**

Prerequisites: MA100, MA131, NS150. This course introduces the theory and practice of basic clinical microbiology and routine urinalysis. Topics include specimen collection and processing, cultures, gram stains, macroscopic and microscopic urinalysis.

**MA223 Hematology and Immunology 3 Credits**

Prerequisites: MA100, MA131, NS150. This is an introduction to the theory and practice of basic clinical hematology and basic clinical immunology. Topics include specimen collection and processing, phlebotomy and capillary puncture, hematopoiesis, blood cell morphology, anemia, leukemia, and common assays.

**MA225 Radiography I 4 Credits**

Prerequisites: MA100, NS140. This course introduces the radiographic equipment and the basic science and physics of x-ray. Anatomy and pathology of the skeletal system is reviewed. Students are instructed on the legal, ethical, and safety considerations related to the practice of radiography. Students study terms and techniques applied in the practice of Limited Scope Radiography. Film processing techniques and quality assessment are covered.

**MA227 Radiography II 3 Credits**

Prerequisite: MA225. This course builds on concepts learned in Radiography I. Positioning techniques are presented for upper and lower extremities, pelvis, spine, skull, sinus, thorax, and abdomen. Students position for basic exams, critique images and perfect techniques. Students prepare for the ARRT Limited Scope exam.

**MA272 Coding and Billing II 4 Credits**

Prerequisite: MA202. This course builds on the basic CPT and ICD coding concepts learned in previous coursework. Students abstract information from more complex case sets and develop an understanding of hospital procedure codes and inpatient coding systems, HCPCS, DRG and RVBS. The course also covers reimbursement strategies and regulations for Medicare, Medicaid, TRICARE and private carriers.

**MA286 CMA Review Seminar 4 Credits**

Prerequisites: All required MA courses. Prerequisites or Concurrent: MA227 or MA272. This is a summary course reviewing the skills, knowledge, and medical assisting abilities acquired throughout the program. This course assists the student in preparation for the medical assistant certification with the review of critical clinical skills and professional development issues. Emphasis is placed on preparation for externship and eventual transition to the workplace.

**MA297 Clinical Externship 8 Credits**

Prerequisites: MA286, PD260. This capstone course is an unpaid clinical externship. Students integrate skills, knowledge, and abilities acquired in coursework through hands-on applications in clinical environments. Sites include outpatient family, OB-GYN, pediatric and internal medicine practices.

## MEDICAL TECHNOLOGY

**MT165 Nutrition and Supplementation 3 Credits**

Prerequisite: None. This course is an introduction to nutrition and supplementation for health maintenance, including the needs of special populations.

**MT166 Introduction to Pharmacology 3 Credits**

Prerequisite: None. This course is an introduction to the principles of pharmacology and a study of commonly administered drugs, their uses, and their effects on the body. Study also includes drug reference utilization and introduces the student to drug legislation and drug classifications. Terminology and abbreviations related to pharmacology are covered.

## MENTAL HEALTH

**MH210 Principles of Counseling 3 Credits**

Prerequisite: SS116. This course gives students an overview of the practice of counseling. The basic framework of counseling is discussed along with historical, theoretical, legal and ethical issues.

**MH215 Substance Abuse and Mental Health Issues 4 Credits**

Prerequisite: None. This course is a comprehensive study of substance abuse and mental health issues. Students will gain an understanding of the symptoms, causes and treatments for individuals suffering from substance abuse and mental health related illnesses.

**NATURAL SCIENCE AND MATHEMATICS****NS105 Biology 4 Credits**

Prerequisite: None. This course is an introduction to biological science covering topics in modern biology, including molecular aspects, cell biology, physiology, genetics, evolution and ecology. It increases students' understanding of scientific inquiry and includes laboratory sessions either live, virtual, or in combination.

**NS111 Environmental Issues 4 Credits**

Prerequisite or Concurrent: CM121. This is a survey of contemporary environmental problems. The course stresses holistic and ecological approaches, giving special attention to roles, responsibilities and opportunities for individuals in global environmental problem solving.

**NS112 Topics in Mathematical Reasoning 4 Credits**

Prerequisite: FM052 or Advanced Standing. Students develop quantitative reasoning skills and learn to apply mathematical ideas in life and work. Topics in this class include sets, numeration systems, units of measurements and conversions, logic, probability, simple and compound interest, and mathematical literacy.

**NS116 College Algebra I 4 Credits**

Prerequisite: FM052 or Advanced Standing. Topics of this course include solving linear and quadratic equations and inequalities, linear systems, graphs of equations and inequalities, operations involving polynomials and rational expressions, exponents, radicals and an introduction to exponential and logarithmic functions. Students use graphing throughout the course to explore applications that use functions.

**NS126 Chemistry Today 4 Credits**

Prerequisite: FM052 or Advanced Standing. This general chemistry course introduces facets of chemistry that most directly affect students, including topics in inorganic, organic and biological chemistry, while increasing students' understanding of scientific inquiry. This course includes laboratory sessions.

**NS135 Microbiology 4 Credits**

Prerequisite: None. This introductory course in microbiology addresses microbiological principles and selected microbial diseases. The lab supports concepts examined in lecture as students practice aseptic technique, safe handling and manipulation of microbes and survey of representative microorganisms.

**NS140 Anatomy and Physiology I 4 Credits**

Prerequisite: None. This is the first of a two-quarter series in anatomy and physiology and the study of the mechanisms by which the human body functions. Major themes are relationships between structure and function within the cellular environment. Topics include anatomy and physiological processes of the skeletal, muscular, endocrine, special senses and nervous systems.

**NS150 Anatomy and Physiology II 4 Credits**

Prerequisite: NS140. This is the second of a two-quarter series in anatomy and physiology, continuing the study of the human body. Topics include cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems as well as metabolism, nutrition, acid-base balance and fluid, and electrolyte balance.

**NS216 College Algebra II 4 Credits**

Prerequisite: NS116. Topics include quadratic, transcendental and trigonometric functions and their inverses and properties. Students use graphing to explore analytic geometry of conic sections, build and use simple mathematical models, and use trigonometry to solve problems related to triangles.

**NS259 Pre-Calculus 4 Credits**

Prerequisite: NS216. This course is an overview of algebra and trigonometry needed to succeed in Calculus. Topics include intervals, inequalities, operations on functions, inverse functions, graphing polynomial and rational functions, binomial theorem, exponential and logarithmic functions, trigonometric functions and formulas.

**NS260 Calculus 4 Credits**

Prerequisite: NS259. This course is an overview of differential and integral calculus with a focus on applied mathematics. Topics include analysis of tangents and slopes, areas, maxima and minima, and their applications to real world scenarios.

**NS266 Physics I 4 Credits**

Prerequisite: NS216. This course covers the fundamental concepts of Newtonian Mechanics. It deals with linear and rotational motion of macroscopic bodies, collisions between objects, energy and momentum conservation, fluids and waves. Laboratory exercises emphasize problem solving and real world applications. Mathematics is kept at the algebra level.

**NS267 Physics II 4 Credits**

Prerequisite: NS266. This course covers the fundamental concepts of electricity, magnetism, light and optics. Laboratory exercises emphasize problem solving and real world applications. Mathematics is kept at the algebra level.

**NS305 Statistics 4 Credits**

Prerequisite: NS116. This course focuses on descriptive statistics and statistical inference. Topics include data, basic methodologies for gathering data, populations, samples, descriptive measures, probability, sampling distributions, point and interval estimates, hypothesis testing, statistical inference and bivariate data.

**NS320 Introduction to Decision Systems 4 Credits**

Prerequisite: BS100 or NS112 or NS116. Many business, management, and economic problems take on recurring patterns. This course is an introduction to operations research, decision systems, game theory and other formal methods of describing and solving problems. Students learn terminology and alternative concepts related to problem solving.

**NETWORKING****NT242 Data and Networks 4 Credits**

Prerequisite: IT135. In this course, students are introduced to foundational data, abstraction, and networking topics, with important attention given to the OSI model and the TCP/IP suite. Students describe the organization of a network, the networking equipment, how data is transmitted, and how data is encoded and decoded. Students experiment by planning their own simple networks and exploring their own local network and the Internet.

## COURSE DESCRIPTIONS

**NT272 Network Administration and Security 4 Credits**

Prerequisite: NT242. In this course, students learn to administer a Windows Server Infrastructure. The course prepares students to prove mastery of core services such as user and group management, network access, and data security. The course covers skills such as: implementing a group policy infrastructure, managing user and service accounts, maintaining Active Directory Domain Services, configuring and troubleshooting DNS and remote access, optimizing file services, increasing file system security and implementing update management.

**NT322 Network Implementation Technologies 4 Credits**

Prerequisite: NT272. Students learn about networking hardware and software including network device operating systems. Topics include routing and switching, network traffic, best practices, policies and procedures for designing, implementing, maintaining and troubleshooting an enterprise network.

**NT362 Network Infrastructure Administration 4 Credits**

Prerequisite: NT322. Students learn advanced networking concepts and how to troubleshoot networking hardware and software including network device operating systems. Topics include routing protocols, frame relay concepts, wide area networks, virtual private networks, network address translation and IP v6.

## NURSING

**RN101 Essentials of Professional Nursing 6 Credits**

Prerequisite: None. This course presents the history of nursing and nursing theory as an introduction to the profession and provides a framework for critical analysis of the role of the nurse in health care. Students learn professional values and ethical behaviors that guide nursing practice and the impact of research used to improve the care of individuals, families, groups, and communities.

**RN152 Nursing Foundations 6 Credits**

Prerequisite: RN101. This course introduces a patient-centered, analytical process for assessment, planning, implementing, and evaluating outcomes of care. Professional values and behaviors, caring practices, communication principles, technology, and decision-making skills are integrated in the context of a diverse patient population. Students apply those principles in clinical settings with an emphasis on the aging adult.

**RN154 Integrative Holistic Care 4 Credits**

Prerequisite: RN101. This is an introduction to holistic nursing as a theoretical milieu. Students explore the human caring process, therapeutic presence, global philosophies of health and healing, and the role of the nurse as a healer. An understanding of and appreciation for cultural diversity and human spirituality is woven throughout this course and sets the framework for students understanding of healing philosophies that guide principles and practices of complementary and alternative therapies. The course emphasizes the integration of complementary therapies into traditional nursing practice as a powerful healing modality.

**RN156 Health Promotion Across the Lifespan 6 Credits**

Prerequisites: RN152, RN154, SS210. This course expands on basic concepts of health promotion, risk reduction, and disease prevention across all age groups. It addresses the influences of family, culture, community, and environment on health. The course emphasizes risk assessment, the concept of self-care, and processes to identify and foster healthy lifestyle changes across the lifespan. Students apply knowledge of growth and development, sensitivity to personal and cultural definitions of health, and teaching-learning principles to promote health and wellness. A clinical experience includes the opportunity to observe wellness in children and adults in various community settings.

**RN201 Care of the Adult in Illness I 6 Credits**

Prerequisites: MT166, NS150, RN156. This course addresses the pathophysiology of illness and disease in adults and identifies the role of the professional nurse in assessment and collaborative management of symptoms. It explores individual and family/caregiver responses to illness and disease, with the goal of maximizing quality of life and maintaining optimal function. Students incorporate patient-centered care principles into planning and evaluating outcomes of care for the adult patient.

**RN202 Nursing Pharmacology 4 Credits**

Prerequisites: MT166, NS150, RN152. This course examines the role of the nurse in comprehensive care of patients that require pharmacological therapy, including use of natural alternative therapies as wellness or health promotion strategies. Content focuses on assessment of individualized needs across the lifespan.

**RN203 Care of the Adult in Illness II 5 Credits**

Prerequisite: RN201. This is a continuation of RN201 Care of the Adult in Illness I. Students synthesize knowledge of pathophysiology and symptom management in the care of patients with multiple medical conditions.

**RN204 Nurse as Provider of Care 8 Credits**

Prerequisites: CM200, RN201, RN202. This course expands upon the role of the nurse as a provider of care in planning, implementing, and evaluating nursing and medical interventions that promote health for patients. Students apply theoretical knowledge, scientific principles, and teaching/learning processes to patient care. The focus is on principles essential for acquiring and mastering technical skills and incorporating them into professional practice.

**RN206 Holistic Health Assessment 4 Credits**

Prerequisites: CM200, RN201. Students learn to perform holistic assessments of adults, incorporating influences that growth and development, family, environment, and culture may have on the health; they complete and document comprehensive health histories and physical exams of adults, including assessments related to health education needs. The course emphasizes physical assessment and health-related needs to the aging adult.

**RN302 Nurse as Provider and Coordinator of Care 8 Credits**

Prerequisites: RN203, RN204, RN206. This course focuses on synthesizing data and prioritizing care for multiple complex patients, including potential changes or adaptations to plans of care. Students expand their roles as providers of care and contributing members of interdisciplinary health care teams. The course emphasizes the role of the nurse as teacher and advocate for patient well-being and quality of life, as well as legal guidelines and ethical decision-making. Students use self-reflection and self-evaluation processes to enhance their growth in professional roles.

**RN303 Family Health in Nursing 3 Credits**

Prerequisites: RN156, RN206, SS210. This course explores principles of family dynamics, family theory, and care of the family. Through investigation of family memberships, students develop self-awareness and build foundations for providing nursing care to families. They perform holistic family assessments that include approaches for working with families in order to provide optimal nursing care. Students also, through construction of pedigrees from collected family histories, explore the relationships of genetics and genomics to family health.

**RN304 Health Care Issues Across the Lifespan 3 Credits**

Prerequisite: RN206. This course focuses on maintaining independence and wellness for individuals across the lifespan. It addresses normal growth and development, normal aging, and consideration for vulnerable populations with special needs, disabilities, and illness and emphasizes the role of the nurse in assisting individuals to maximize independence and quality of life. Students review access to care and referrals to appropriate resources in the context of social justice as a professional value.

**RN305 Care of Children 7 Credits**

Prerequisites: RN302, RN303, RN304. This course explores the well child and the needs of children requiring health care from infancy through adolescence. Through a family-centered approach, the course addresses health problems in children and the impact of illness on a child and the family. Students correlate normal growth and development with care of the ill child and promote healthy lifestyle strategies in the care of children.

**RN306 Care of the Child Bearing Family 7 Credits**

Prerequisites: RN302, RN303, RN304. This course covers care of the child bearing family, from preconception through postpartum and assessment and care of the newborn. It emphasizes promoting healthy pregnancy and birth within a family-centered care environment. It also addresses high-risk pregnancy, pregnancy complications, and nursing care of the high-risk newborn. Students apply family nursing theory as they care for families with new children.

**RN307 Care of the Critically Ill Patient 4 Credits**

Prerequisites: RN302, RN303, RN304. This course focuses on the unique health care needs of the critically ill patient and the impact of illness on the family and community. Students correlate pathophysiology with assessment and evaluate responses to interventions for patients requiring intensive nursing and medical care. Students further develop the roles of educator, collaborator, and advocate to care for patients and families in crisis.

**RN401 Behavioral Health Care 7 Credits**

Prerequisites: RN302, RN303, RN304. This course explores care of individuals, families, and communities experiencing alterations in mental health. Students investigate implications of living with an altered pattern of behavior and the impact on the family and community. The course emphasizes therapeutic use of self in establishing nurse-patient relationships, along with the nurse's role in collaborating with an interdisciplinary team to promote mental health.

**RN403 Nursing Research and Evidence-Based Practice 3 Credits**

Prerequisites: CM320, NS305, RN302, RN303, RN304. This course analyzes principles of research that improve patient outcomes and health of populations. Topics include research design and methodologies, ethics, protection of subjects, and the role of the nurse as a participant in research. Students critically analyze examples of nursing research and correlate findings with evidence of best practice in the care of individuals, families, and populations.

**RN404 Holistic End of Life Care 4 Credits**

Prerequisites: RN302, RN303, RN304. This course focuses on the physical and emotional needs of the patient and family at the end of life. Using an ethical decision-making framework, students explore ethical issues that may arise, such as trans-cultural and spiritual issues, practice issues related to life-support technology, and patient self-determination. The course addresses culturally competent care in the context of belief systems and values of the patient and family. Hospice care and the role of the hospice nurse are integrated into the study of care of the dying and the grieving family.

**RN405 Leadership and Management in Nursing 7 Credits**

Prerequisites: RN305, RN306, RN307, RN401, RN403, RN404. This course analyzes the role of the professional nurse as a manager and leader in health care systems and as a member of a profession. Students consider principles of management theory, leadership theory, conflict resolution, negotiation, and group process skills as they evaluate the role of the nurse as a designer, manager, and coordinator of care. The course also addresses methods to evaluate the quality of nursing care and analyze cost-effective health care delivery systems.

**RN408 Community Health Nursing 7 Credits**

Prerequisites: RN305, RN306, RN307, RN401, RN403, RN404. This course expands the focus of health care to the community and populations. Students assess and affect the health of individuals, families, and communities through participation in home visits, health screening, health promotion clinics, and education activities. The course addresses environmental health and safety, epidemiology, and communicable disease control affecting health of populations. Students review critical analysis of research and the role of the nurse as a change agent in forming public health policy.

**RN409 Nursing Within a Global Community 3 Credit**

Prerequisites: RN405, RN408. This course addresses the global environment as a context for health care and the role of nursing in promoting world health. Topics include the effects of disease transmission, health policy, bioterrorism, natural disasters, and economics on interconnected populations and on public health. The course addresses disaster planning, emergency response plans, and triage principles, and explores examples in which nursing advances world health by promoting collaboration and sharing of research between nations.

**RN413 Nursing Internship/Professional Role Development 7 Credits**

Prerequisites: RN404, RN405. This course prepares students for entry into professional practice. In an internship experience, students integrate professional nursing essentials and accountability with independent practice. Through a self-reflective process, students formulate goals for lifelong learning and professional development.

**PROFESSIONAL DEVELOPMENT****PD160 Professional Communications I 4 Credits**

Prerequisite: None. This course introduces students to the skills and strategies needed to become effective communicators in business and professional settings. Students will learn basic communication skills to help them recognize the appropriate strategies to use when communicating verbally and in written form.

**PD200 Professional Communications II 4 Credits**

Prerequisite: PD160. In this course students learn advanced verbal and written skills to help them communicate professionally in the work place. Students will utilize effective written communication strategies to create business reports, presentations and professional correspondence.

**PD225 Applied Ethics 4 Credits**

Prerequisite: FW052 or Advanced Standing. This course introduces the student to ethical issues and how ethical frameworks can be used as a tool in career decision making and daily conduct. Students explore critical thinking techniques to apply in their chosen career field. Topics covered include foundations of ethics, applying ethics to your career field and ethics in the workplace. Students will apply concepts to career case studies.

## COURSE DESCRIPTIONS

**PD260 Career Capstone 2 Credits**

Prerequisite: Student must be within two quarters of completing coursework or one quarter before externship, if applicable. This course focuses on career exploration, job search tools and resources, and professionalism. Students develop career planning strategies in preparation for entering or advancing within their chosen career fields.

**PD350 Practicum 4 Credits**

Prerequisite: Last two quarters of program or with permission of dean of students/education and program chair. Certificate in Mental Health Technician  
Prerequisite: MH210. The practicum integrates program and general education training through hands-on applications in a workplace environment. Working under the direction and supervision of business owners, managers, supervisors or industry experts, students maintain ethical and professional work standards while applying classroom learning.

## SOCIAL SCIENCE

**SS103 Global Citizenship 2 Credits**

Prerequisite: None. This interdisciplinary social science course explores the influence of community on global citizenship. Topics include contemporary theories that help define local, national and international community membership in the 21st century. Students will examine how cultural constructs, including, but not limited to, personal perspectives, and social, educational, and professional experiences contribute toward shaping their recognition of, and accountability as, socially responsible community members.

**SS116 Introduction to Psychology 4 Credits**

Prerequisite or Concurrent: CM121. This course is a basic overview of facts, terms, ideas and research findings that form the basis for modern psychology. The course looks at the science of psychology, considering behavior, perception, learning, memory, human physical and personality development, motivation and stress.

**SS140 Interpersonal Relations 4 Credits**

Prerequisite: None. This course is a study of the development of interpersonal relations, exploring cognitive, behavioral, attitudinal and contextual interpersonal skills.

**SS150 Principles of Economics 4 Credits**

Prerequisite: FM052 or Advanced Standing. This course is an introduction to the basic economizing problem, specific economic issues, price theory and related policy alternatives.

**SS205 Sociology 4 Credits**

Prerequisite: CM121. Sociology is the study of how social forces such as race, ethnicity, class, gender, sexuality and capitalism shape personality, institutions and cultures in the process of socialization. Topics include research and question construction methods.

**SS210 Developmental Psychology 4 Credits**

Prerequisites: CM121, SS116. The course presents major theories in developmental psychology, including issues and topics across the lifespan such as infancy, childhood, adolescence, adulthood and aging. It emphasizes the biological, psychological and social variables that influence human behavior.

**SS311 Human Behavior 4 Credits**

Prerequisites: CM121, SS116. This course is a study of the influence of sociological, biological and psychological characteristics on various types of human organizations such as families, social groups, organizations, communities and societies.

**SS360 Abnormal Psychology 4 Credits**

Prerequisite: SS116. This course distinguishes between normal human behavior and psychological dysfunction. Topics include history, causes, treatments and current controversies related to major psychological problems and mental illnesses.

## SOFTWARE DEVELOPMENT

**SD114 Introduction to Software Development 4 Credits**

Prerequisite: None. In this course, students are introduced to software development. Fundamental programming concepts and software development techniques are introduced and implemented with an easy-to-learn development environment.

**SD212 Flash Techniques 5 Credits**

Prerequisite: WD130. This course introduces fundamentals of computer animation for delivery on both multimedia and web platforms. Students create and execute animated sequences using vector graphics, animation sequencer, frames and timelines, and layered animation.

**SD215 Software Interface Experience 4 Credits**

Prerequisite or concurrent: SD114. Students explore design of software user interfaces to promote an effective, engaging user experience (UX). Students will use skills gained in mobile applications development to optimize the user experience on multiple mobile devices.

**SD232 Scripting 4 Credits**

Prerequisite: SD114, IT255 or NT272. The course provides students with the knowledge and skills to leverage a scripting language to automate system administration tasks on Windows platforms. The command line environment and PowerShell Integrated Scripting Environment are used during this course.

**SD234 Programming I 4 Credits**

Prerequisite: SD114, NS116 or equivalent score on the College Math advanced placement test. This course provides the beginning programmer with complete coverage of most important programming topics, with an emphasis on the C# programming language. The course introduces basic programming concepts such as structure, decision making, looping, arrays, and method calling and enforces good style and logical thinking. Objects and object-oriented programming concepts are introduced very early in the text.

**SD242 Mobile Application Development I 4 Credits**

Prerequisite: SD114, NS116 or equivalent score on the College Math advanced placement test. In this course, students continue their study in mobile application development. Topics include displaying images in the gallery, using the calendar, creating a tablet application, using tab layout, creating animations, installing the Google API, and publishing and marketing an Android mobile application.

**SD254 Programming II 4 Credits**

Prerequisite: SD234. The course shows how to create a number of different types of applications, including console-based, Windows, and Web applications. The event-driven programming model, which is based on interactively capturing and responding to user input on Windows and Web forms, is covered. It includes instruction on developing applications using rapid application development techniques illustrating the drag and- drop construction approach. From the beginning, the course illustrates how to use the .NET predefined types, their member methods, data fields, and properties using an object-oriented approach to development. The course also illustrates how to create user-defined classes and stand-alone class libraries and introduces a number of advanced object-oriented concepts.

**SD256 Mobile Applications Security 4 Credits**

Prerequisite or concurrent: SD242. This course introduces mobile device and information security. Topics include information security fundamentals, security threats, defenses, and countermeasures for mobile security. Students explore measures to analyze and protecting mobile devices and the information they contain.

**SD295 Objective –C Programming 4 Credits**

Prerequisite: NS116, SD114. In this course, students are introduced to Objective-C, the programming language used in iOS development. The basics of Objective-C and object-oriented programming are covered for Apple's iOS and OS X platforms, including technologies introduced with Xcode 5, iOS 7, and Mac OS X Mavericks. In addition, the Foundation Framework, a key part of the Objective-C runtime environment is covered, including Strings, Numbers, Files, Memory Management and more. Cocoa, Cocoa Touch, and the iOS SDK are explored.

**SD315 Software Engineering for Mobile Devices 4 Credits**

Prerequisite: SD254 or SD242. This course introduces students to the process of developing software based solutions to complex problems using mobile devices. Students learn about the limitations imposed by these devices' processing powers and learn to operate within those constraints. Software engineering life cycle processes are covered and object-oriented design and implementation concepts are discussed. Equally important, this course is a practice in software engineering as students team up to work on problem formulation, requirements engineering, architecting, design, programming, integration, and delivery/deployment of applications.

**SD330 Software Quality Assurance and Testing 4 Credits**

Prerequisite: SD234 or SD242. This course addresses software quality, how to assure it and verify it, and the need for a culture of quality. Topics include avoidance of errors and other quality problems, inspections and reviews, testing, verification and validation techniques, process assurance vs. product assurance, quality process standards, product and process assurance, problem analysis and reporting, and statistical approaches to quality control.

**SD352 Mobile Application Development II 4 Credits**

Prerequisites: SD242. In this course, students continue their study in mobile application development and learn to develop mobile applications for the iOS platform. Students become familiar with the Apple Developer programs, with iOS technologies and with the development tool suite, while using Objective-C and Xcode to design and build and also debug and deploy Apps for iPhones and iPads.

**SD353 Java Programming 4 Credits**

Prerequisites: SD242 or SD234. This course covers object-oriented programming with the Java programming language. Students write, test, and debug Java applications, understand Java object-oriented programming, learn to use various Java Application Programming Interfaces (APIs) and participate in extensive hands-on laboratory assignments. The course includes a review of fundamentals and coverage of intermediate level techniques. Key topics include the Java Development Kit (JDK), classes, objects, encapsulation, interfaces, inheritance, polymorphism; abstract classes, packages, event-driven programming, graphical user interfaces (GUIs), exception handling, file processing, multithreading. Advanced Java programming topics such as database-intensive, desktop- and web-application development techniques are introduced for further study.

**VETERINARY TECHNOLOGY****VT103 Veterinary Calculations 2 Credits**

Prerequisite or Concurrent: FM052 or Advanced Standing. This course introduces the various ways in which mathematic calculations are used in veterinary technology and shows the student how to translate animal nursing scenarios into simple, solvable equations. The course reviews how to arrive at solutions for those equations and provides a foundation for the more advanced technology further along in the curriculum.

**VT106 Introduction to Veterinary Technology 4 Credits**

Prerequisite or Concurrent: VT103. This course is an introductory study of various aspects of the world of veterinary medicine and the role of the veterinary technician within that world. Emphasis is placed on learning the basics of veterinary terminology, animal identification and behavior, physical exams, animal husbandry and grooming, veterinary office economics and paperwork, and the concepts of ethics and professionalism in the work place.

**VT117 Introduction to Laboratory Skills 3 Credits**

Prerequisite or Concurrent: VT106. A general introduction to the veterinary clinical sciences, this course acquaints students with laboratory safety, OSHA regulations, medical asepsis, infection control, zoonotic diseases, glassware, specimen collection, laboratory calculations, and microscopy. This course includes hands-on practice of basic laboratory techniques.

**VT147 Basic Concepts in Physiology and Pharmacology 3 Credits**

Prerequisites for Veterinary Technology programs: FM052 or Advanced Standing. NS105. Prerequisite or Concurrent: VT106. Prerequisites for Animal and Equine Science program: AG120, FM052 or advanced standing, NS105. This course begins the study of physiology through the exploration of cellular structure and metabolism, tissue structure and function, and the various microscopic regulatory mechanisms of the body. An introduction to pharmacokinetics is made within this context. Also covered are the functions of the various blood and immune cells, the body's response to inflammation, and regulatory and safety aspects associated with pharmaceuticals and biologics.

**VT154 Body System Anatomy and Physiology 4 Credits**

Prerequisite: VT147. The study of physiology continues using a systems approach. The student learns the functions of the various body systems and the interrelationships among these systems in health and disease. Students learn about the anatomy of small animals using cat cadavers as models. This course also includes comparative anatomy with reference to various species of large animals and exotic pets.

COURSE DESCRIPTIONS

**VT176 Veterinary Pharmacology 4 Credits**

Prerequisites: VT117, VT147. This course introduces the student to the development and regulation of drugs and vaccines and their use in veterinary medicine. Commonly used drugs are studied using a body systems approach. Calculation of drug dosages is emphasized and techniques for medication administration to canine and feline patients are also covered.

**VT181 Imaging 3 Credits**

Prerequisite or Concurrent: VT154. Imaging techniques commonly used in veterinary medicine are covered in this course. Students develop x-ray technique charts and practice radiography using live animals.

**VT211 Hematology 3 Credits**

Prerequisite: VT147. Prerequisite or Concurrent: VT154. This course is a study of blood and its various components. Students learn how to properly obtain blood samples, prepare blood smears and perform analysis of the samples, using manual techniques and automated analytical equipment. The functions of the blood cells are emphasized.

**VT217 Parasitology 3 Credits**

Prerequisite: VT154. Prerequisite or Concurrent: VT176. This course is a study of the internal and external parasitic organisms encountered in veterinary medicine, including life cycles, identification procedures, control methods and public health implications.

**VT222 Lab Animals, Exotics and Pocket Pets 3 Credits**

Prerequisite or Concurrent: VT217. This course is a study of non-traditional pets, avians and animal species commonly used in research. Students learn methods of restraint, sample collection and medication administration. Common disease processes are also studied, as well as proper nutrition and husbandry. Zoonotic disease potential is also discussed.

**VT232 Advanced Laboratory Skills 3 Credits**

Prerequisite: VT211. Prerequisite or Concurrent: VT217. An in-depth study of laboratory procedures, this course builds on concepts that were introduced early in the curriculum. Students practice sample collection and handling for urinalysis, microbiology, cytology and serology. Emphasis is placed on the usefulness of these diagnostic techniques in the context of the animal's overall veterinary care. Zoonotic disease prevention is also covered.

**VT236 Small Animal Nutrition and Nursing 4 Credits**

Prerequisites: VT176, VT211. In this course students learn and practice various aspects of small animal husbandry including kennel management and sanitation, small animal nutritional requirements in health and disease, reproductive cycles and management, recognition of and response to emergency situations, preventative medicine, and nursing care.

**VT243 Small Animal Diseases 3 Credits**

Prerequisite or Concurrent: VT217, VT232, VT236. In this course the student learns about the more common diseases and disorders seen in small animal practice. The functioning of the immune system, with or without vaccine protection, as well as the response to pharmacologic and other therapies, is reviewed. Emphasis is also placed on various zoonotic diseases.

**VT244 Animal Diseases 3 Credits**

Prerequisite or Concurrent: VT217, VT232, VT236. In this course the student learns about the more common diseases and disorders seen in veterinary practice. The functioning of the immune system, with or without vaccine protection, as well as the response to pharmacologic and other therapies, is reviewed. Emphasis is also placed on various zoonotic diseases.

**VT250 Anesthesiology 4 Credits**

Prerequisite: VT176, VT181, VT236. Co-requisite: VT256 or VT257.

This course prepares the student for the important role of anesthesiologist in the veterinary surgical team. Drug protocols and anesthesia equipment are studied, along with fluid therapy and pain management. Students learn how to place intravenous catheters, monitor anesthetized animals, and respond to emergency situations.

**VT256 Small Animal Surgical Assisting 4 Credits**

Prerequisite: VT236. Co-requisite: VT250. In this course students apply their knowledge and skills to animals scheduled for surgical procedures. Pre-surgical assessment and preparation of both the patient and the surgical suite, management of instruments and equipment to maintain sterility, and patient recovery are emphasized. Common types of surgical procedures are studied, as well as the healing process and related client education.

**VT257 Small Animal Dentistry and Surgical Assisting 5 Credits**

Prerequisite: VT236. Co-requisite: VT250. In this course students apply their knowledge and skills to animals scheduled for surgical procedures. Pre-surgical assessment and preparation of both the patient and the surgical suite, management of instruments and equipment to maintain sterility, and patient recovery are emphasized. Common types of surgical procedures are studied, as well as the healing process and related client education. Students also learn about dental hygiene and perform dental cleaning, using both hand and mechanical equipment.

**VT266 Veterinary Business Practices 3 Credits**

Prerequisite: VT257. Students apply organizational and communication skills to the veterinary clinic office. Students learn to manage medical records, prioritize appointments, and triage telephone calls, and are exposed to popular veterinary software. Also emphasized is the economic side of a veterinary practice and the various ways the technical staff can add to or subtract from the bottom line.

**VT267 Dentistry and Clinical Practices 3 Credits**

Prerequisites: VT181, VT211, VT250. In this course students apply their knowledge and skills to animals scheduled for dental procedures. A Pre-dental assessment and preparation of the patient will be required along with management of dental instruments and equipment. Students learn to manage medical records, reminders, financial matters and learn the components to popular veterinary software.

**VT275 Large Animals 4 Credits**

Prerequisite: VT211. This course examines husbandry, nutrition, medicine and surgery as they relate to horses and production animals. Students develop skills in restraint, sample collection, and medication administration for various large-animal species. Herd-health management, preventative medicine, and drug withdrawal times are areas of emphasis. The constraints of the ambulatory practice setting are also examined, particularly in the areas of surgery, emergencies, and euthanasia.

**VT276 Large Animals 5 Credits**

Prerequisite: VT211. This course examines husbandry, nutrition, medicine and surgery as they relate to horses and production animals. Students develop skills in restraint, sample collection, and medication administration for various large-animal species. Herd-health management, preventative medicine, and drug withdrawal times are areas of emphasis. The constraints of the ambulatory practice setting are also examined, particularly in the areas of surgery, emergencies, and euthanasia.

**VT296 Certified Veterinary Technician Review 3 Credits**

Prerequisite: VT222, VT250, VT243 or VT244, VT256 or VT257. Prerequisite or Concurrent: VT266 or VT267, VT275 or VT276. This course will serve to assist the student in preparing for the National Veterinary Technician Exam, successful completion of which is required by most states for certification of the veterinary technician. Mock exams in specific subject areas are an integral part of this course.

**VT298 Veterinary Clinical Training 9 Credits**

Prerequisite or Concurrent: VT296, PD260. This course provides for the application of the student's knowledge and skills in an actual veterinary setting, through externship arrangements with area clinics. Each student will be supervised by the campus externship coordinator as well as by a designated extern site supervisor. This clinical rotation is a non-paid position as it is an extension of the student's classroom training. Successful completion of the clinical training is required for graduation from the Veterinary Technician program.

**VT330 Shelter Medicine 4 Credits**

Prerequisites: VT296, VT298. Shelter animals present a unique set of management and care issues. In this course, the student will explore the dynamics behind animal abandonment, legal concerns for shelter employees, evaluation for disease, documentation of abuse, control of infectious disease, disaster response, behavior evaluation, assessment of adoptability, and euthanasia protocols.

**VT360 Small Animal Behavior 4 Credits**

Prerequisites: VT296, VT298. This basic course in small animal behavior emphasizes pet retention for clients and client retention for the veterinary practice. Topics include animal handling, animal learning, the prevention and treatment of common behavior problems, and effective client communication. Students learn the most common behavioral problems that result in the surrender of pets and effective client communication to prevent and treat those problems.

**VT390 Veterinary Practice Management 4 Credits**

Prerequisites: VT296, VT298. This course addresses the many unique aspects of managing a veterinary business office, including safety hazards and regulatory compliance issues, pet health insurance, client communications and health reminder systems, organizing staff training, pricing and marketing research methods, inventory management systems, grief counseling, and an understanding of the legal and ethical aspects of veterinary practice.

**VT410 Emergency and Critical Care 4 Credits**

Prerequisites: VT296, VT298. This advanced course on emergent and critical patient care discusses relevant medical and surgical techniques used in veterinary medicine.

**VT440 Small Animal Physical Therapy 4 Credits**

Prerequisites: VT296, VT298. Physical therapy can dramatically improve return to function after surgery or injury. In this course, the student reviews orthopedic anatomy and the concepts of wound healing and inflammation, then studies the various therapeutic modalities that can be used to maximize the return to function and minimize discomfort.

**VT450 Advanced Dentistry 4 Credits**

Prerequisites: VT296, VT298. This course covers advanced veterinary dentistry and the related roles of veterinary technicians.

**VT470 Integrative Medicine 4 Credits**

Prerequisites: VT296, VT298. Students explore treatment modalities that are non-traditional with respect to western medical practices. The course presents integration of those techniques with traditional western medicine.

**WEB DEVELOPMENT****WD130 Basic Web Design 3 Credits**

Prerequisite: None. In this course, students write code with hypertext markup language (XHTML). Students use a text editor and begin with HTML to present and format text, graphics, images, hyperlinks and form elements on a web page. Cascading style sheets (CSS) and HTML5 are also covered. Additionally, students learn to validate their markup for correctness and accessibility against the standards and guidelines of the W3C consortium. Students explore and assess websites of corporations, educational institutions and other organizations and write new web pages using existing content.

**WD260 Web Technologies 4 Credits**

Prerequisites: SD234, WD130. Students practice skills developed in earlier classes while learning and incorporating client-side and server-side scripting into their websites. Students learn to create web pages that interoperate with databases, record and respond to user input, and adapt to user conditions and preferences.

**WD334 Collaboration and Content Services 4 Credits**

Prerequisites: DB311, WD260. Students explore the features and business use cases of collaboration solutions such as shared virtual workspaces, collaboration technologies and content management systems. One or more specific server solutions are explored.

**WD350 Web Servers 4 Credits**

Prerequisites: DB311, WD130. Students maintain web services such as web servers and content management systems for web content. The course emphasizes services related to maintaining a website (the web server, server side-script engines, and databases). Topics include technology selection, installation, managing permissions and security, and information assurance.

**WD364 Web Application Development I 4 Credits**

Prerequisites: DB311, SD254, WD260. This is an upper-level integrative course. In this course, students combine the pillars of programming, web development, and database to create applications to deliver dynamic content and application services on the web.

**WD374 Web Application Development II 4 Credits**

Prerequisites: WD364. In this course, students work on complex content and application service elements including developing a project plan, analyzing the project or user requirements, designing the application, creating a test plan, creating the application, executing the test plan, enhancing the design and documenting the project.

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B.S., Saint Cloud State University

LYNN LUNDQUIST, Project and Policy Manager  
M.S., Globe University  
B.S., Purdue University

SUSAN MAGO, Regional Director  
B.S., University of Minnesota-Twin Cities

ANDREA OLSON, Director of Research and Development  
Ph.D., M.Ed., University of Minnesota-Twin Cities  
B.A., Metropolitan State University

MITCHELL PETERSON, Director of Institutional Quality and Effectiveness  
Ph.D., M.S., Florida Institute of Technology  
B.A., University of Saint Thomas

SETH TESDALL, Director of Operations  
M.B.A., B.S., University of Illinois at Urbana-Champaign

DAVE TRACY, Regional Director  
B.A., University of Northern Iowa

### Real Estate

MIKE ASLUP, Assistant Facilities Manager  
Applied Technical Center

BRIAN HERRMANN, Facilities Manager

MIKE MYHRE, Real Estate Manager  
B.S., University of Saint Thomas

BRAD PETERSON, Maintenance Technician  
Diploma, Hennepin Technical College

LARRY ROSE, Facilities Manager  
B.A., Metropolitan State University  
A.A., North Dakota State School of Science

DOUGLAS TRUDEAU, Painter/Maintenance Technician

NOTES



## GLOBE UNIVERSITY

### Appleton

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Grand Chute, WI 54913  
920-364-1100 | 877-440-1110

### Eau Claire

4955 Bullis Farm Road  
Eau Claire, WI 54701  
715-855-6600 | 877-530-8080

### Green Bay

2620 Development Drive  
Bellevue, WI 54311  
920-264-1600 | 877-626-1616

### La Crosse

2651 Midwest Drive  
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608-779-2600 | 877-540-8777

### Madison East

4901 Eastpark Boulevard  
Madison, WI 53718  
608-216-9400 | 877-790-9494

### Madison West

1345 Deming Way  
Middleton, WI 53562  
608-830-6900 | 877-830-6999

### Minneapolis Downtown

80 South 8th Street, Suite 51  
Minneapolis, MN 55402  
612-455-3000 | 877-455-3697

### Sioux Falls

5101 South Broadband Lane  
Sioux Falls, SD 57108  
605-977-0705 | 866-437-0705

### Wausau

1480 County Road Xx  
Rothschild, WI 54474  
715-301-1300 | 877-323-1313

### Woodbury

8089 Globe Drive  
Woodbury, MN 55125  
651-730-5100 | 800-231-0660

## MINNESOTA SCHOOL OF BUSINESS

### Blaine

3680 Pheasant Ridge Drive NE  
Blaine, MN 55449  
763-225-8000 | 877-225-8201

### Brooklyn Center

5910 Shingle Creek Parkway  
Brooklyn Center, MN 55430  
763-566-7777 | 800-231-9154

### Elk River

11500 193rd Avenue NW  
Elk River, MN 55330  
763-367-7000 | 877-333-9757

### Lakeville

17685 Juniper Path  
Lakeville, MN 55044  
952-892-9000 | 877-560-8777

### Moorhead

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Moorhead, MN 56560  
218-422-1000 | 877-373-7855

### Plymouth

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Plymouth, MN 55447  
763-476-2000 | 866-476-2121

### Richfield

1401 West 76th Street  
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### Rochester

2521 Pennington Drive NW  
Rochester, MN 55901  
507-536-9500 | 888-662-8772

### St. Cloud

1201 2nd Street South  
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1401 West 76th Street, Suite 300  
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877-609-8889

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651-332-8000 | 877-325-8080

**MARCH 13, 2015 ADDENDUM TO GLOBE UNIVERSITY / MINNESOTA SCHOOL OF BUSINESS  
STUDENT CATALOG V. 38: Effective December 1, 2014**

This addendum amends and/or incorporates the January 2<sup>nd</sup> and January 16<sup>th</sup> addendum.

**January 2<sup>nd</sup> Addendum :** Under Page 116 CORE REQUIREMENTS replace the following course codes:

- AR105 replaced with AR106
- AR205 replaced with AR206
- AR245 replaced with AR246
- AR255 replaced with AR256

**Page 31: Under TUITION AND FINANCIAL ASSISTANCE add the following sentence to the end of paragraph one:**

Globe University/Minnesota School of Business is waiving the \$50 application fee from 12/3/2014 to 10/4/15 for all programs other than Nursing, where the \$100 registration fee at the time of application remains in effect.

**Page 46: Under EVALUATION POINTS AND STANDARDS replace table with the following:**

Certificate Programs			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate CMFT%	Result if Standard Not Met
1-7 credits attempted	1.00	40%	Warning
8-15 credits attempted	1.25	50%	Warning
16-23 credits attempted	1.50	60%	Warning
24 and above credits attempted	2.00	67%	Expulsion
Diploma and Programs Under 60 Credits			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate CMFT%	Result if Standard Not Met
1-11 credits attempted	1.00	40%	Warning
12-22 credits attempted	1.25	50%	Warning
23-31 credits attempted	1.50	60%	Warning
32 and above credits attempted	2.00	67%	Expulsion
Diploma and Certificate Programs 60 Credits or Higher			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate CMFT%	Result if Standard Not Met
1-11 credits attempted	1.00	40%	Warning
12-23 credits attempted	1.25	50%	Warning
24-35 credits attempted	1.50	60%	Warning
36 and above credits attempted	2.00	67%	Expulsion
Associate in Applied Science, Bachelor of Fine Arts and Bachelor of Science Degree Programs			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate CMFT%	Result if Standard Not Met
1-18 credits attempted	1.00	40%	Warning
19-36 credits attempted	1.25	50%	Warning
37-71 credits attempted	1.50	60%	Warning
72-108 credits attempted	2.00	67%	Expulsion
109-144 credits attempted	2.00	67%	Expulsion
145 credits and above	2.00	67%	Expulsion

**Page 147: Under ARCHITECTURAL DRAFTING make the following changes:**

- Replace AR105 with AR106
- Under AR115 replace prerequisite with Co-requisite: AR106
- Under AR151 replace prerequisite with Co-requisite AR115
- Under AR165 replace prerequisite with Prerequisite: AR106

- Replace AR205 with AR206
- Under AR206 replace prerequisite with Prerequisite: AR106. Co-requisite: AR215
- Under AR215 replace prerequisite with Prerequisite AR105. Co-requisite AR206
- Under AR235 replace prerequisite with Prerequisite AR215. Co-requisite: AR246
- Replace AR245 with AR246
- Replace AR255 with AR256

**JANUARY 16, 2015 ADDENDUM TO GLOBE UNIVERSITY / MINNESOTA SCHOOL OF BUSINESS  
STUDENT CATALOG V. 38: Effective December 1, 2014  
This addendum amends and/or incorporates the January 2<sup>nd</sup> addendum.**

**Page 26: Under EDUCATIONAL USER EXPEREINCE (EDUX) SCHOLARSHIP:**

- **Replace scholarship name with** User Experience Scholarship.
- **Add eligibility and award guidelines number 8:** The school will award the scholarship in the first two terms the student is active. If the student is ineligible during either term, it will be the student's responsibility to request the scholarship in any subsequent term they meet eligibility requirements. This request should be submitted to their Financial Aid Department.

**Page 28: Under PEACE/POLICE OFFICER SCHOLARSHIP replace first paragraph with:** Globe University/Minnesota School of Business offers a scholarship to reward students for their commitment to serve their communities through work as peace/police officers. The scholarship is effective the date the application is completed and is not retroactive. The scholarship cannot be used in conjunction with or in addition to any other scholarship the institution offers, with the exception of the GEN Matching, User Experience and Professional Certification scholarships.

**Page 51: Under DOCTOR OF BUSINESS ADMINISTRATION DEGREE PROGRAM ENTRANCE REQUIREMENTS, item one, bullet point three replace with:** Earned within the past 10 years from an institution accredited by an agency recognized by the U.S. Department of Education. Applicants who have earned an MBA as specified beyond the past 10 years will be considered based on continuous management experiences.

**Page 61:**

- **Under BACHELOR OF SCIENCE DEGREE PROGRAM CRIMINAL JUSTICE remove BC, BL, ER, LK, MP, RO, SC, and WB.**
- **Under ASSOCIATE IN APPLIED SCIENCE DEGREE PROGRAM CRIMINAL JUSTICE remove BC, BL, ER, LK, MP, RO, and SC.**

**Page 62: Under MASTER OF BUSINESS ADMINISTRATION (MBA) CORE REQUIREMENTS, bullet point one replace with:** DBA program applicants are required to hold an MBA, which was earned within the past 10 years from an institution accredited by an agency recognized by the U.S. Department of Education at the time of admission to the DBA program or who is able to complete any outstanding required master's level courses within less than four quarters. Applicants who have earned an MBA as specified beyond the past 10 years will be considered based on continuous management experiences.

**Page 100:**

- **Change BACHELOR OF SCIENCE DEGREE PROGRAM IN HEALTH FITNESS SPECIALIST to** Bachelor of Science Degree Program in Exercise Science.
- **Replace CORE REQUIREMENTS with**

**CORE REQUIREMENTS**

Class #	Class Name	Credits
BS105	Introduction to Business	5
CL131	MS Office Applications I	3
HS102	Introduction to Exercise Science	2
HS150	Kinesiology	4
HS202	Biomechanics	4
HS212	General Nutrition	4
HS245	Fitness Analysis	4
HS247	Exercise Prescription: Theory of Exercise	4
HS254	Exercise Prescription for Special Populations	4
HS265	Exercise Physiology	4
HS301	Sports Psychology	4
HS302	Trends in Health, Fitness & Wellness	4
HS303	Worksite Health Promotion	4
HS304	Advanced Fitness Program Design	4
HS317	Advanced Exercise Physiology	4
HS322	Principles in Child Fitness	4
HS351	Externship Training	6

**TECHNICAL ELECTIVES**

Students will choose 36 credits from the following list of courses. Students wishing to seek eligibility for MAT Certification must complete all MAT designated courses.

Class #	Class Name	Credits
BS200	Small Business Management	4
BS311	Organizational Behavior	4
HR300	Human Resource Management	4
HR311	Employment Law	4
HR350	Recruitment and Retention	4
HS310	Resistance Training Specialist◊	4
HS320	Muscle Activation Techniques Jumpstart◊	4
HS371	Special Topics in Resistance Training ◊	4
HS372	Special Topics in Functional Mobility ◊	4
HS373	Special Topics on Movement Assessment◊	4
HS374	Special Topics in Exercise Behavior◊	4
MAT305	Applications and Assessments of Lower Body Muscle Function I*	4
MAT315	Applications and Assessments of Lower Body Muscle Function II*	4

MA100	Medical Terminology	4	MAT320	Applications and Assessments of Upper Body Muscle Function I*	4
MK205	Marketing	4	MAT325	Applications and Assessments of Upper Body Muscle Function II*	4
PD160	Professional Communications I	4	MAT430	Muscle Activation Techniques: Intermediate Level Theory and Application*	4
PD200	Professional Communications II	4	MAT435	Applications and Assessments of Trunk and Spine Muscle Function*	4
PD225	Applied Ethics	4	MAT440	Applications and Assessments of Cervical Spine Muscle Function*	4
PD260	Career Capstone	2	MAT445	Applications and Assessments of Small Motion Muscle Function*	4
<b>Required Core Minimum Credit Requirements</b>		<b>90</b>	MAT450	Advanced Upper/Lower Body/Trunk & Spine Application Introduction*	4
			MK225	Internet Marketing	4
			MK250	Internet Advertising	4
			MK275	Social Media	4
			MK330	Service Marketing	4
				<b>Technical Elective Minimum Credit Requirements</b>	<b>36</b>
				<b>Total Core Minimum Credit Requirement</b>	<b>126</b>

**Page 101: Replace NOTES with:**

- ‡ Students will be expected to take some online coursework in this program.
- Students are required to complete 30 percent of the program at the 300/400 level.
- Students may be required to complete Foundations of Mathematics I and/or II and Foundations of Writing I and/or II based upon competency exam scores.
- ◊ These courses have a practicum component/experience that is available in various locations nationwide. These courses may also be offered annually in **Minnesota for residential and online students for a minimum of 10 students. Travel expenses are the responsibility of the student.** In order to achieve certification in Resistance Training Specialist or Muscle Activation Techniques Jumpstart students must complete and pass a practical and written exam. These courses are not available to audit.
- \* Courses coded with the MAT designation are offered in an online delivery format and students will be required to travel to specific training locations to complete lab components at their own expense. Students who select MAT courses must complete all courses coded with the MAT code designation to be eligible to take the certification exam. These course are not available to audit. The certification exam is available at limited locations nationwide and the student will be responsible for all travel expenses. Current locations for the exam are: Denver, CO; Los Angeles, CA; Oklahoma City, OK.

**Page 122: Change ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM IN HEALTH FITNESS SPECIALIST to Associate of Applied Science Degree Program in Exercise Science.**

**Page 124: Under EB310 ENTREPRENEURSHIP FOR CREATIVE ARTS replace prerequisite with Prerequisites: BS200 or EB120**

**Page 157: After HS351 EXTERNSHIP TRAINING add the following course descriptions:**

**HS371 Special Topics in Resistance Training, 4 Credits**

Prerequisite: HS 245/247 and HS 202. This course explores exercise mechanics, joint structures and functions. The physiology of muscle tension development (concentric, eccentric and isometric) is explored as to enhance the client’s strength and range of motion. A client-centered approach to training is presented as well as the optimization of strength training progressions. Travel may be required to attend hands-on seminars.

**HS372 Special Topics in Functional Mobility, 4 Credits**

Prerequisite: HS 150. This course introduces the student to the neurophysiology and practical application of muscular training. The sensory receptors, muscle anatomy and connective tissue’s role in the development of muscular imbalances will be introduced. The course will explore systems to alleviate muscle imbalances and improve functional joint range of motion. Travel may be required to attend hands-on seminars.

**HS373 Special Topics on Movement Assessment, 4 Credits**

Prerequisite: HS245/247. This course introduces the theory behind movement assessment. The student will be introduces to the assessment of basic movement patterns and identify movement compensations. The course present approaches to enhance basic movement patterns to improve fitness and enhance performance. Travel may be required for hands-on seminars.

**HS374 Special Topics in Exercise Behavior, 4 Credits**

Prerequisite: HS 301. This course explores psychosocial factors of exercise behavior. Both the theory and practical application of the theoretical aspects of exercise will be presented. Students will learn the behavioral side of training and its impact on performance and health. The course will introduce skills such as interviewing, self-monitoring, journaling, behavioral change and communication styles. Travel may be required to attend hands-on seminars.

**Page 165: After MH215 add a heading of Muscle Activation Techniques and the following course descriptions:**

**MAT305 Applications and Assessments of Lower Body Muscle Function I, 4 Credits**

Prerequisite: NS140, NS150, HS202. Students will be introduced to Muscle Activation Techniques for the lower body and explore the relationship of muscle function to joint stability, relating to joint mobility. Students will evaluate range of motion in lower body movements and use the assessments to identify areas of muscle weakness. Study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics, and reinforcement exercises.

**MAT315 Applications and Assessments of Lower Body Muscle Function II, 4 Credits**

Prerequisite or concurrent: MAT305. Students will investigate Muscle Activation Techniques for the lower body and examine the relationship of muscle function to joint stability, relating to joint mobility. Students will evaluate range of motion in lower body movements and use the assessments to identify areas of muscle weakness with a focus on the lower extremities. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics, and reinforcement exercises.

**MAT320 Applications and Assessments of Upper Body Muscle Function I, 4 Credits**

Prerequisite or concurrent: MAT315. Students will be introduced to Muscle Activation Techniques for the upper body and explore the relationship of muscle function to joint stability, relating to joint mobility. Students will evaluate range of motion in upper body movements and use the assessments to identify areas of muscle weakness with a focus on the shoulder girdle. Study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics, and reinforcement exercises.

**MAT325 Applications and Assessments of Upper Body Muscle Function II, 4 Credits**

Prerequisite: MAT320. Students will investigate Muscle Activation Techniques for the upper body and examine the relationship of muscle function to joint stability, relating to joint mobility. Students will evaluate range of motion in upper body movements and use the assessments to identify areas of muscle weakness. Further study includes applications of isolated muscle strength testing, including break testing and neuroproprioceptive response testing; palpation of muscle attachment points along with corrective isometrics; and reinforcement exercises.

**MAT430 Muscle Activation Techniques: Intermediate Level Theory and Application, 4 Credits**

Prerequisite or concurrent: MAT325. In this course, students will prepare for advanced Muscle Activation Techniques (MAT) studies. They will comprehensively review MAT theory and the relationship of muscle function to joint stability as it relates to joint mobility. Students will review range of motion in upper body and lower body movements and use the assessments to identify areas of muscle weakness. Further review and assessment will include applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

**MAT435 Applications and Assessments of Trunk and Spine Muscle Function, 4 Credits**

Prerequisite or concurrent: MAT430. Students will investigate Muscle Activation Techniques for the trunk and spine and explore the relationship of muscle function to joint stability, relating to joint mobility. Students will evaluate range of motion in movements of the trunk and spine and use the assessments to identify areas of muscle weakness in the trunk and spine. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics, and reinforcement exercises.

**MAT440 Applications and Assessments of Cervical Spine Muscle Function, 4 Credits**

Prerequisite: MAT435. Students will investigate Muscle Activation Techniques for the cervical spine and explore the relationship of muscle function to joint stability, relating to joint mobility. Students will evaluate range of motion in movements of the cervical spine and use the assessments to identify areas of muscle weakness in the cervical spine. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics, and reinforcement exercises.

**MAT445 Applications and Assessments of Small Motion Muscle Function, 4 Credits**

Prerequisite or concurrent: MAT440. Students will investigate Muscle Activation Techniques for the hand, foot and temporomandibular joint (TMJ) and explore the relationship of muscle function to joint stability, relating to joint mobility. Students will evaluate range of motion in movements of the foot, hand, and TMJ and study normal TMJ function versus TMJ dysfunction. They will use the assessments to identify areas of muscle weakness in the foot, hand and TMJ. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics, and reinforcement exercises.

**MAT450 Advanced Upper/Lower Body/Trunk & Spine Application Introduction, 4 Credits**

Prerequisite or concurrent: MAT445. This course will place an emphasis on the advanced evaluation of the: upper body, lower body, trunk and spine (along with the cervical spine). This course will provide information for students to learn the complexities of the

trunk and spine muscular systems to help practitioner's better address muscle dysfunction in these areas. Students will review and gain a better understanding of the importance of the evaluation and assessment process in their MAT practice. Students will also gain an understanding on how to stress the body in order to duplicate the stresses that may result in recurring injuries.

**JANUARY 2, 2015 ADDENDUM TO GLOBE UNIVERSITY / MINNESOTA SCHOOL OF BUSINESS  
STUDENT CATALOG V. 38: Effective December 1, 2014**

**Page 24: Under BUSINESS ALLIANCE SCHOLARSHIP with  
BUSINESS ALLIANCE SCHOLARSHIP**

Globe University/Minnesota School of Business realizes the important role the business community plays in a successful economy and the global competitiveness that is critical to the growth of our workforce. Partnerships that promote visions for improving the workforce and thereby improve the economy are integral to GU/MSB's mission. In order to form strong partnerships for building a globally competitive workforce, GU/MSB offers the Business Alliance Scholarship. Eligible students are currently employed by businesses that have taken the necessary steps to become approved GU/MSB Business Alliance partners and who are enrolled in a GU/MSB degree program.

**Scholarship Recipient Criteria**

A student currently employed by an approved Business Alliance partner will be required to show proof of employment at the time of enrollment and each academic year thereafter.

Application materials must be submitted to the financial aid office.

**Awards:**

- 1 to 4 credits - \$200 per quarter
- 5 to 8 credits - \$375 per quarter
- 9 to 15 credits - \$500 per quarter
- 16 credits and above - \$625 per quarter.

**Page 61:**

- Under BACHELOR OF SCIENCE DEGREE PROGRAM SOFTWARE APPLICATION DEVELOPMENT remove MD, MP, SF, ER, MH, and PL
- Under ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS INTERNET MARKETING remove LC, MD, MP, WA, and ER
- Under ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS MOBILE APPLICATION DEVELOPMENT remove EC, GB, LC, MP, WA, BL, ER, LK, MH, PL and SC.
- UNDER CERTIFICATE PROGRAMS INTERNET MARKETING remove MP.
- UNDER CERTIFICATE PROGRAMS MOBILE APPLICATION DEVELOPMENT remove GB, LC, MD, ME, MP, SF, WA, BL, BC, ER, LK, MH, PL, RO, and SC.

**Page 108: Under CORE REQUIREMENTS elective pool**

- Remove IT320 Cyber Forensics, 4 Credits
- Add CJ215 Investigation: Processes and Procedures, 4 Credits
- Change Core Minimum Credit Requirement to 131

**Page 109: Change Total Program Minimum Credit Requirement to 185.\**

**Page 116: Under CORE REQUIREMENTS replace with:**

AR105	Materials and Methods I	4
AR115	AutoCAD I	4
AR151	Residential Construction Drawings I	4
AR165	Introduction to Green Building and LEED	3
AR160	Residential Building Codes and Estimating	3
AR175	Residential Construction Drawings II	4
AR205	Materials and Methods II	4
AR215	Building Information Modeling Using Revit	4
AR235	Commercial Drawing and Field Documentation	4
AR245	Commercial Building Codes and Estimating	4
AR255	Building Systems	4
AR265	Advanced Commercial Construction Drawings	4

EG270	Applied Statics and Strength of Materials	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD260	Career Capstone	2
<b>Total Core Minimum Credit Requirement</b>		<b>60</b>

# 2015

## COURSE

## CATALOG



**GLOBE UNIVERSITY**



**MINNESOTA SCHOOL OF BUSINESS**



# WELCOME

## A MESSAGE FROM THE PRESIDENT AND VICE PRESIDENT

Hello, and, on behalf of our family, staff, faculty and current students, welcome to Globe University/Minnesota School of Business. By choosing to continue your education at our career college, you have embarked on a pathway to success.

We want you to know that we care about your experience at our school. From the moment you first walk in the door to the time that you graduate and move on to your career, we will strive to see that you receive the support you need to reach your highest potential, achieve your dreams and make a difference in the world.

We are committed to higher education because we believe it will increase your quality of life and ability to benefit from and contribute to your community. We will provide you with the practical skills and experiences you need to accomplish professional and personal goals.

Our admissions, education, financial aid and faculty members are here to ensure that your educational experience at Globe University/Minnesota School of Business is as seamless as possible. Please approach any staff member or instructor with questions or requests for assistance. You will receive clear answers and prompt help with administrative and academic issues.

This catalog is a reference guide. In it you will find practical information, including financial aid and scholarship information, grading definitions, satisfactory academic progress requirements, credit and course requirements for all programs, and course descriptions.

Again, we want you to remember that we care about your personal, educational and professional success, and will do everything we can to help you achieve your goals.

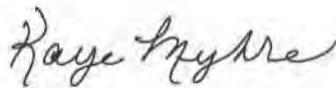
We look forward to seeing you in our hallways and classrooms.

Sincerely,



Terry Myhre

**PRESIDENT**



Kaye Myhre

**VICE PRESIDENT**



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Accredited by the Accrediting Council for Independent Colleges and Schools to award diplomas, certificates, associate in applied science degrees, bachelor of fine arts degrees, bachelor of science degrees and master of science degrees.

**Accrediting Council for Independent Colleges and Schools**

750 First Street NE, Suite 980  
 Washington, D.C. 20002-4241  
 202-336-6780

[globeuniversity.edu](http://globeuniversity.edu) | [msbcollege.edu](http://msbcollege.edu)

# CALENDAR

## SPRING QUARTER 2015 (11 WEEKS)

Classes Begin ..... March 30  
 Quarter Ends ..... June 12  
 Registration for Summer Quarter 2015 ..... April 20 - May 29

### HOLIDAYS

Memorial Day (College and Office Closed) ..... May 25  
 Quarter Break (Office open) ..... June 15 - July 10  
 Community Service Day (College and Office Closed) ..... June 19

## SUMMER QUARTER 2015 (11 WEEKS)

Classes Begin ..... July 13  
 Quarter Ends ..... September 25  
 Registration for Fall Quarter 2015 ..... August 3 - September 11

### HOLIDAYS

Independence Day (College and Office Closed) ..... July 3 - July 4  
 Labor Day (College and Office Closed) ..... September 7  
 Quarter Break (Office open) ..... September 28 - October 2

## FALL QUARTER 2015 (11 WEEKS)

Classes Begin ..... October 5  
 Quarter Ends ..... December 18  
 Registration for Winter Quarter 2016 ..... October 26 - December 4

### HOLIDAYS

Thanksgiving (College and Office Closed) ..... November 26 - November 27  
 Christmas (College and Office Closed) ..... December 24 - December 25  
 Quarter Break (Office Open) ..... December 21 - January 1  
 New Year's Day (College and Office Closed) ..... January 1

## WINTER QUARTER 2016 (11 WEEKS)

Classes Begin ..... January 4  
 Quarter Ends ..... March 18  
 Registration for Spring Quarter 2015 ..... January 25 - March 4

### HOLIDAYS

Martin Luther King Jr. Day (College and Office closed) ..... January 18  
 Presidents Day (College and Office closed) ..... February 15  
 Quarter Break (Office open) ..... March 21 - March 25

## SPRING QUARTER 2016 (11 WEEKS)

Classes Begin ..... March 28  
 Quarter Ends ..... June 10  
 Registration for Summer Quarter 2015 ..... April 18 - May 27

### HOLIDAYS

Memorial Day (College and Office Closed) ..... May 30  
 Quarter Break (Office open) ..... June 13 - July 8  
 Community Service Day (College and Office Closed) ..... June 24

**Note: First-quarter students at GU/MSB may register any time before the start of the third business day of the quarter. All other students must register during the fourth through ninth week of the quarter.**

# GENERAL INFORMATION

## GENERAL INFORMATION

## ACCREDITATIONS, REGISTRATIONS AND APPROVALS

## ACCREDITATIONS

Accredited by Accrediting Council for Independent Colleges and Schools (ACICS) to award diplomas, certificates, associate in applied science degrees, bachelor of fine arts degrees, bachelor of science degrees, master of science degrees and doctoral degrees.

Globe University/Minnesota School of Business Medical Assistant Associate in Applied Science degree programs and Medical Assistant Diploma programs at the Appleton and Green Bay campuses and the Globe University/Minnesota School of Business Medical Assistant Associate in Applied Science degree program at the Appleton, Blaine, Brooklyn Center, Elk River, La Crosse, Lakeville, Madison East, Madison West, Richfield, Rochester, St. Cloud, Sioux Falls, Wausau, and Woodbury campus are accredited by the Accrediting Bureau of Health Education Schools, 7777 Leesburg Pike, Suite 314 North, Falls Church, VA 22043. Phone: 703-917-9503.

Minnesota School of Business (Blaine, Elk River, Lakeville, Moorhead, Plymouth, St. Cloud and Rochester campuses) and Globe University (Appleton, Eau Claire, Green Bay, La Crosse, Madison East, Madison West, Sioux Falls, Wausau and Woodbury campuses) veterinary technology programs are accredited by American Veterinary Medical Association (AVMA) as programs for educating Veterinary Technicians.

The Bachelor of Science in Nursing degree program at Minnesota School of Business-Richfield is accredited by the Commission on Collegiate Nursing Education, One DuPont Circle, Northwest, Suite 530, Washington, DC 20036, Phone: 202-887-6791.

## REGISTRATIONS

Globe University and Minnesota School of Business are registered as private institutions with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institutions. Registration does not mean credits earned at the institutions can be transferred to all other institutions.

## APPROVALS

Many of the programs contained in this catalog are approved by the Minnesota State Approving Agency for Veterans' Education, the South Dakota Department of Military and Veterans Affairs- State Approval Agency or the Wisconsin Department of Veterans Affairs State Approval Agency for the enrollment of those eligible to receive GI Bill and VA education related benefits. The approved list per campus may be found by visiting [www.benefits.va.gov/gibill/school\\_locator.asp](http://www.benefits.va.gov/gibill/school_locator.asp) or [www.gibill.va.gov](http://www.gibill.va.gov).

Globe University campuses located within the state of Wisconsin are approved to operate by the State of Wisconsin Educational Approval Board.

The baccalaureate degree program in Nursing at Minnesota School of Business-Richfield is approved by the Minnesota Board of Nursing.

## MEMBERSHIPS

American Association for Paralegal Education <sup>20</sup>  
 American Association of Colleges of Nursing <sup>17</sup>  
 American Veterinary Medical Association <sup>1-6, 8-11, 13-16, 18-19</sup>  
 Associated Bodywork and Massage Professionals <sup>1-6, 8-16, 18, 19</sup>  
 Association of Private Sector Colleges and Universities <sup>20</sup>  
 Association of Veterinary Technician Educators <sup>1-6, 8-11, 13, 16, 18-19</sup>  
 Better Business Bureau <sup>20</sup>  
 Coulee Region Veterinary Medical Association <sup>4</sup>  
 Dakota Association for College Admission Counseling <sup>8</sup>  
 Collegiate DECA <sup>20</sup>  
 Eau Claire Chamber of Commerce <sup>2</sup>  
 Elk River Area Chamber of Commerce <sup>13</sup>  
 Elk River Rotary <sup>13</sup>  
 Fargo Moorhead Chamber of Commerce <sup>15</sup>  
 Fox Cities Chamber of Commerce <sup>1</sup>  
 Green Bay Area Chamber of Commerce <sup>3</sup>  
 India Chamber of Commerce <sup>20</sup>  
 La Crosse Area Chamber of Commerce <sup>4</sup>  
 Lakeville Chamber of Commerce <sup>14</sup>  
 Madison Area Chamber of Commerce <sup>5, 6</sup>  
 MetroNorth Chamber of Commerce <sup>11</sup>  
 Middleton Chamber of Commerce <sup>6</sup>  
 Microsoft IT Academy Program <sup>1-7, 9-18, 19</sup>  
 Minneapolis Regional Chamber of Commerce <sup>7</sup>  
 Minnesota Association of Colleges of Nursing <sup>17</sup>  
 Minnesota Association of Financial Aid Administrators <sup>7, 10-19</sup>  
 Minnesota Career College Association <sup>7, 10, 19</sup>  
 Minnesota Library Association <sup>15</sup>  
 Moorhead Kiwanis Club <sup>15</sup>  
 Moorhead Rotary Club <sup>15</sup>  
 NAFSA: Association of International Educators <sup>7</sup>  
 National Association of Colleges and Employers <sup>20</sup>  
 National Association of Student Financial Aid Administrators <sup>10</sup>  
 National Certification Board for Therapeutic Massage and Bodywork <sup>13</sup>  
 National Federation of Paralegal Associations <sup>20</sup>  
 North Hennepin Area Chamber of Commerce <sup>12</sup>  
 Oakdale Business and Professional Association <sup>10</sup>  
 Onalaska Business Association <sup>4</sup>  
 Printing Industry of Minnesota <sup>10, 13, 17, 19</sup>  
 Richfield Chamber of Commerce <sup>17</sup>  
 Rochester Chamber of Commerce <sup>18</sup>  
 Sartell Chamber of Commerce <sup>19</sup>  
 Sigma Theta Tau International Honor Society of Nursing, Chi-at Large Chapter <sup>17</sup>  
 Sioux Empire Society for Human Resources <sup>8</sup>  
 Sioux Falls Chamber of Commerce <sup>8</sup>  
 South Dakota Association of Student Financial Aid Administrators <sup>8</sup>  
 South Dakota Career Planning and Placement Association <sup>8</sup>  
 St. Cloud Chamber of Commerce <sup>19</sup>  
 St. Cloud Downtown Council <sup>19</sup>  
 St. Paul Area Chamber of Commerce <sup>10</sup>  
 Sun Prairie Chamber of Commerce <sup>3</sup>  
 TwinWest Chamber of Commerce <sup>16</sup>  
 Wisconsin Association of Colleges and Employers <sup>2-6, 9</sup>  
 Woodbury Chamber of Commerce <sup>10</sup>

- <sup>1</sup> Globe University-Appleton campus
- <sup>2</sup> Globe University-Eau Claire campus
- <sup>3</sup> Globe University-Green Bay campus
- <sup>4</sup> Globe University-La Crosse campus
- <sup>5</sup> Globe University-Madison East campus
- <sup>6</sup> Globe University-Madison West campus
- <sup>7</sup> Globe University-Minneapolis Downtown campus
- <sup>8</sup> Globe University-Sioux Falls campus
- <sup>9</sup> Globe University-Wausau campus
- <sup>10</sup> Globe University-Woodbury campus
- <sup>11</sup> Minnesota School of Business-Blaine campus
- <sup>12</sup> Minnesota School of Business-Brooklyn Center campus
- <sup>13</sup> Minnesota School of Business-Elk River campus
- <sup>14</sup> Minnesota School of Business-Lakeville campus
- <sup>15</sup> Globe University -Moorhead campus
- <sup>16</sup> Minnesota School of Business-Plymouth campus
- <sup>17</sup> Minnesota School of Business-Richfield campus
- <sup>18</sup> Minnesota School of Business-Rochester campus
- <sup>19</sup> Minnesota School of Business-St. Cloud campus
- <sup>20</sup> All Globe University/Minnesota School of Business campuses

**PARTNERSHIPS**

Microsoft Developers Network Academic Alliance (MSDNAA)

**PHILOSOPHY, MISSION STATEMENT AND OBJECTIVES, OWNERSHIP AND GOVERNANCE**

**PHILOSOPHY**

Globe University/Minnesota School of Business recognizes the dynamics between personal and professional development. We therefore invest in our students by providing knowledge and skills to support their immediate employment goals and credentials and provide foundations for career opportunities. Furthermore, we acknowledge human resources as a central driver of business and prosperous communities. Education increases citizens' quality of life and ability to contribute to these communities.

We subscribe to the principles of affirmative action and do not discriminate in admission or employment based on race, creed, ethnic origin, nationality, religion, gender, sexual orientation, physical or mental disability, or veteran status. In addition, the institution respects the dignity of each individual, an essential condition to the learning environment.

**MISSION STATEMENT AND OBJECTIVES**

**VISION**

We Care about our Students,  
 We Care about our Employees, and  
 We Care about the Employers who hire our Students.

**MISSION**

We will demonstrate We Care by preparing career-focused, community-minded graduates for the global workforce.

**STRATEGIC OBJECTIVES**

WE CARE ABOUT	WE ARE COMMITTED TO
Student Success	Attracting students and delivering relevant, quality educational experiences that engage students and lead them to graduation and career success.
Employee Success	A dynamic environment that recognizes performance and provides growth opportunities.
Investment Success	Providing a quality education that leads to a strong return on investment for all stakeholders.
Customer Service	Being the premier provider of career education by exceeding the expectations of our Students, Employers, and Employees.
Communication	Engaging in and managing effective communication.
Compliance	Maintaining a culture of compliance.
Community Engagement	Building communities through education.

**OWNERSHIP AND GOVERNANCE**

Minnesota School of Business, Inc. (MSB) and Globe University, Inc. (Globe) are private, postsecondary proprietary schools incorporated in the State of Minnesota. MSB and Globe are owned by the Terry and Kaye Myhre family. Terry L. Myhre is the sole member of the Board of Directors that governs each campus.

**POLICY STATEMENT**

Globe University and Minnesota School of Business have established internal policies in accordance with standard educational practice and with state, federal, and accrediting regulations to best serve our students. All internal policies are designed as guidelines to assist the institutions to continue to maintain high standards, remain compliant, and to provide opportunities for excellent outcomes for all students. Campus directors or their designees may, at their discretion, make exceptions to policy. However, any exception to established internal policy may not violate local, state, or federal rules, regulations or statutes, and must maintain compliance with accreditation standards.

**HISTORY AND PHYSICAL DESCRIPTIONS**

**HISTORY – GLOBE UNIVERSITY**

In 1885, Frank A. Maron, born and classically educated in Germany, saw the need for a more practical education for young men and women. Mr. Maron established Globe College to fill that void. From its inception, the school has focused on teaching business skills for the real world.

In October 1972, Helmer Myhre and Terry Myhre purchased Globe College. Today, Globe University is owned by the Terry and Kaye Myhre family. In June 2007, Globe College changed its name to Globe University and moved to a new campus in Woodbury, Minnesota. In 2008, Globe University expanded, opening locations in Eau Claire, Wisconsin; Sioux Falls, South Dakota; and downtown Minneapolis, Minnesota. In 2009, Globe University continued its expansion and opened campuses in Middleton, La Crosse, and Madison, Wisconsin. In 2010, Globe University opened new campuses in Appleton, Green Bay and Wausau, Wisconsin.

## GENERAL INFORMATION

### PHYSICAL FACILITY DESCRIPTIONS

Each Globe University campus is handicapped accessible and has facilities and equipment that comply with federal, state, and local ordinances and regulations including those required for personal safety, building safety, and health. Based on the programs offered, a variety of equipment and technologies provide students with training that is current with existing professional practices.

#### Appleton Campus

Globe University-Appleton campus is located at 5045 West Grande Market Drive in Grand Chute, Wisconsin, a suburb of Appleton. The branch opened in October 2010. The school occupies 31,200 square feet in a two-story building.

#### Eau Claire Campus

Globe University-Eau Claire campus is located at 4955 Bullis Farm Road in Eau Claire, Wisconsin. The branch opened in July 2008. The school occupies 31,500 square feet in a two-story building.

#### Green Bay Campus

Globe University-Green Bay campus is located at 2620 Development Drive in Bellevue, Wisconsin, a suburb of Green Bay. The branch opened in July 2010. The school occupies 31,500 square feet in a two-story building.

#### La Crosse Campus

Globe University-La Crosse campus is located at 2651 Midwest Drive in Onalaska, Wisconsin, a suburb of La Crosse. The branch opened in October 2009. The school occupies 31,200 square feet in a two-story building.

#### Madison East Campus

Globe University-Madison East campus is located at 4901 Eastpark Boulevard in Madison, Wisconsin. The branch opened in January 2010. The school occupies 31,200 square feet in a two-story building.

#### Madison West Campus

Globe University-Madison West campus is located at 1345 Deming Way in Middleton, Wisconsin, a suburb of Madison. The branch opened in July 2009. The school occupies 31,200 square feet in a two-story building.

#### Minneapolis Downtown Campus

Globe University-Minneapolis Downtown campus is located at 80 South 8th Street, Suite 51, in downtown Minneapolis, Minnesota. The site occupies 20,000 square feet in the concourse level of the IDS Center. The branch opened in April 2008. The campus has additional classrooms and labs located at the Minnesota School of Business -Rochester campus, 2521 Pennington Drive NW, Rochester, MN.

#### Online Division

Globe University-Online Division is located on the third floor of Minnesota School of Business-Richfield at 1401 West 76th Street, Richfield, Minnesota, a suburb of Minneapolis.

#### Sioux Falls Campus

Globe University-Sioux Falls campus is located at 5101 South Broadband Lane in Sioux Falls, South Dakota. The branch opened in October 2008. The school occupies 31,500 square feet in a two-story building.

#### Wausau Campus

Globe University-Wausau campus is located at 1480 County Road Xx in Rothschild, Wisconsin, a suburb of Wausau. The branch opened in 2010. The school occupies 33,000 square feet in a one-story building.

#### Woodbury Campus

Globe University-Woodbury campus is located at 8089 Globe Drive in Woodbury, Minnesota, a suburb of St. Paul. The school opened its present facility in 2007. The school occupies 68,000 square feet in a three-story building.

### HISTORY - MINNESOTA SCHOOL OF BUSINESS

Minnesota School of Business, Inc. is a Minnesota-based corporation doing business as Minnesota School of Business and is referred to as such within the school catalog. Minnesota School of Business was founded in 1877 by Professor Alexander R. Archibald, previously of Dartmouth College. He and one assistant taught bookkeeping, shorthand, English, and penmanship in a three-room school in Minneapolis. Charles T. Rickard and Grove A. Gruman purchased the school in 1890 and moved to larger facilities in the Jewelers' Exchange Building at First Avenue North and Seventh Street in downtown Minneapolis.

In 1929, the Correll and Kamprath families bought the school and relocated it to 24 South Seventh Street. The school moved again in 1979 to the Chamber of Commerce Building at 11 South Fifth Street. ITT Educational Services, Inc. purchased the school in 1969. Terry L. Myhre purchased the school in January 1988. Today the corporation is completely owned by the Terry and Kaye Myhre family. The main campus is now located in Richfield, a suburb of Minneapolis, and has established nine branch campuses throughout Minnesota in Brooklyn Center (1991), Plymouth (2002), Shakopee (2004), St. Cloud (2004), Rochester (2005), Blaine (2007), Moorhead (2008), Elk River (2009) and Lakeville (2009). The Shakopee campus closed as of June 30, 2014.

### PHYSICAL FACILITY DESCRIPTIONS

Each Minnesota School of Business campus is handicapped accessible and has facilities and equipment that comply with federal, state, and local ordinances and regulations including those required for personal safety, building safety, and health. Based on the programs offered, a variety of equipment and technologies provide students with training that is current with existing professional practices.

#### Blaine Campus

Minnesota School of Business-Blaine campus is located at 3680 Pheasant Ridge Drive Northeast in Blaine, Minnesota, a northern suburb of Minneapolis. The branch opened in January 2007. The school occupies 45,000 square feet in a three-story building.

#### Brooklyn Center Campus

Minnesota School of Business-Brooklyn Center campus is located at 5910 Shingle Creek Parkway in Brooklyn Center, Minnesota, a northern suburb of Minneapolis. The branch opened in October 1989 and relocated to its present facility in July 1999. The school occupies 35,000 square feet of a two-story office building and is handicapped accessible.

**Elk River Campus**

Minnesota School of Business-Elk River campus is located 11500 193rd Avenue in Elk River, Minnesota, a northern suburb of Minneapolis. The branch opened in July 2009. The school occupies 31,000 square feet in a two-story building.

**Lakeville Campus**

Minnesota School of Business-Lakeville campus is located at 17685 Juniper Path in Lakeville, Minnesota, a southern suburb of Minneapolis. The branch opened in October 2009. The school occupies 30,000 square feet in a three-story building. The campus has 10,000 square feet in the building nearby.

**Moorhead Campus**

Globe University - Moorhead campus is located at 2777 34th Street South in Moorhead, Minnesota. The branch opened in June 2008. The school occupies 31,500 square feet in a two-story building.

**Online Division**

Minnesota School of Business-Online Division is located on the third floor of Minnesota School of Business-Richfield at 1401 West 76th Street, Richfield, Minnesota, a suburb of Minneapolis.

**Plymouth Campus**

Minnesota School of Business-Plymouth campus is located in the center of the Plymouth Plaza at 1455 County Road 101 North in Plymouth, Minnesota, a western suburb of Minneapolis. The branch opened in September 2002. The school occupies 30,000 square feet in the center of the Plymouth Plaza.

**Richfield Campus**

Minnesota School of Business-Richfield campus is located at 1401 West 76th Street in Richfield, Minnesota, a suburb of Minneapolis. The campus has additional classrooms and labs at a nearby location, 4455-4545 West 77th Street in Edina, Minnesota.

**Rochester Campus**

Minnesota School of Business-Rochester campus is located at 2521 Pennington Drive Northwest in Rochester, Minnesota. The branch opened in May 2009. The school occupies 40,000 square feet in a two-story building.

**St. Cloud Campus**

Minnesota School of Business-St. Cloud campus is located at 1201 2nd Street South in Waite Park, Minnesota, three miles west of St. Cloud. The branch opened in October 2004. The school occupies 40,000 square feet in a two story building.

**ADMISSIONS INFORMATION**

Globe Education Network schools, including Globe University and Minnesota School of Business, offer equal opportunities in all academic programs and activities, without distinction or discrimination based on race, color, sex, religion, age, gender identity, sexual orientation, nationality, ethnic origin, physical or mental disability, or veteran status.

**ADMISSIONS PROCEDURE**

Inquiries regarding enrollment at Globe University should be addressed to the Admissions Office:

**Globe University-Appleton:**

5045 West Grandé Market Drive,  
Grand Chute, Wisconsin, 54913,  
Phone: 920-364-1100.

**Globe University-Eau Claire:**

4955 Bullis Farm Road,  
Eau Claire, Wisconsin 54701,  
Phone: 715-855-6600

**Globe University-Green Bay:**

2620 Development Drive,  
Bellevue, Wisconsin 55311,  
Phone: 920-264-1600

**Globe University-La Crosse:**

2651 Midwest Drive,  
Onalaska, Wisconsin 54650,  
Phone: 608-779-2600

**Globe University-Madison East:**

4901 Eastpark Boulevard,  
Madison, Wisconsin 53718,  
Phone: 608-216-9400

**Globe University-Madison West:**

1345 Deming Way,  
Middleton, Wisconsin 53562,  
Phone: 608-830-6900

**Globe University-Minneapolis Downtown:**

80 South 8th Street, Suite 51,  
Minneapolis, Minnesota 55402,  
Phone: 612-455-3000

**Globe University -Moorhead:**

2777 34th Street South,  
Moorhead, Minnesota 56560,  
Phone: 218-422-1000

**Globe University-Online Division:**

1401 West 76th Street,  
Richfield, Suite 300, Minnesota 55423,  
Phone: (local) 612-436-7575, (toll-free) 877-609-8889

**Globe University-Sioux Falls:**

5101 South Broadband Lane,  
Sioux Falls, South Dakota 57108,  
Phone: 605-977-0705

## GENERAL INFORMATION

**Globe University-Wausau:**

1480 County Highway Xx,  
Rothschild, Wisconsin 54474,  
Phone: 715-301-1300

**Globe University-Woodbury:**

8089 Globe Drive,  
Woodbury, Minnesota 55125,  
Phone: 651-730-5100

E-mail: [admissions@globeuniversity.edu](mailto:admissions@globeuniversity.edu)

Inquiries regarding enrollment at Minnesota School of Business should be addressed to the Admissions Office:

**Minnesota School of Business-Blaine:**

3680 Pheasant Ridge Drive Northeast,  
Blaine, Minnesota 55449,  
Phone: 763-225-8000

**Minnesota School of Business-Brooklyn Center:**

5910 Shingle Creek Parkway,  
Brooklyn Center, Minnesota 55430,  
Phone: 763-566-7777

**Minnesota School of Business-Elk River:**

11500 193rd Avenue Northwest,  
Elk River, Minnesota 55330,  
Phone: 763-367-7000

**Minnesota School of Business-Lakeville:**

17685 Juniper Path,  
Lakeville, Minnesota 55044,  
Phone: 952-892-9000

**Minnesota School of Business-Online Division:**

1401 West 76th Street, Suite 300,  
Richfield, Minnesota 55423,  
Phone: (local) 612-436-7575, (toll-free) 877-609-8889

**Minnesota School of Business-Plymouth:**

1455 County Road 101 North,  
Plymouth, Minnesota 55447,  
Phone: 763-476-2000

**Minnesota School of Business-Richfield:**

1401 West 76th Street,  
Richfield, Minnesota 55423,  
Phone: 612-861-2000

**Minnesota School of Business-Rochester:**

2521 Pennington Drive Northwest,  
Rochester, Minnesota 55901,  
Phone: 507-536-9500

**Minnesota School of Business-St. Cloud:**

1201 2nd Street South,  
Waite Park, Minnesota 56387,  
Phone: 320-257-2000

E-mail: [admissions@msbccollege.edu](mailto:admissions@msbccollege.edu)

A prospective student should schedule a personal interview at a campus of the student's choice. The interview will provide the student with an opportunity to discuss his or her interests and to become fully acquainted with the facility and the courses offered. The prospective student will then complete the application process by submitting an enrollment agreement and paid application fee prior to the selected starting date. Class start dates are listed in the calendar in this catalog.

An orientation is scheduled prior to each quarter start date.

**LIMITS TO ADMISSION**

Globe University and Minnesota School of Business are committed to the security and safety of the entire college community. To safeguard the well-being of its campuses, applicants convicted of a predatory offense or offenders required by the courts to register are prohibited from admission to the college. This prohibition includes entering upon Globe Education Network property, using any Globe Education Network facility, or attending any Globe Education Network event.

If warranted by the particular facts, the office of the Chief Operating Officer may modify any aspect of this protocol.

**ADMISSION REQUIREMENTS**

Globe University/Minnesota School of Business admits United States residents who have earned high school diplomas or the equivalents (GED or a degree from a postsecondary institution accredited by an accrediting agency recognized by the United States Department of Education) to certificate, diploma, associate in applied science and bachelor's degree programs. International students seeking admission must meet the requirements on page 14 of the catalog to gain acceptance into certificate, diploma, associate in applied science and bachelor's degree programs. Only a student who has a baccalaureate degree from an approved institution as described in the Transfer of Credit section of this catalog, and who meets program admission standards, will be admitted to a graduate program. A master's program applicant may request that a documented international transcript evaluation be reviewed by our academic services department to determine program eligibility; however, if admission is granted under that condition, the student may be ineligible for state or federal financial aid. Masters' international transcript evaluations will not be considered for doctoral programs; doctoral programs are ineligible for federal student aid programs as described in Title IV of the HEA. A student with a diploma or associate degree from Globe University/Minnesota School of Business, The Institute of Production and Recording, Broadview University, or Northwest Technical Institute who enrolls or re-enrolls at Globe University/Minnesota School of Business is exempt from the diploma, associate in applied science or bachelor's degree program required admission standards. All applicants must sign certifications that they have received a high school diploma or equivalent (GED); those students who are admitted based upon completion of a degree from a postsecondary institution accredited by an accrediting agency

recognized by the United States Department of Education must submit official transcripts documenting completion of the degree. Minnesota and South Dakota applicants must provide proof of immunization prior to starting school and Minnesota applicants must acknowledge that they have received information on Hepatitis A, B, and C.

**ADMISSION STANDARDS**

**Program Requirements**

An applicant must satisfy one of (a-e) below:

- a. Achieve minimum score on the Accuplacer test administered at GU/MSB as indicated for the selected program:

Programs	Reading Comprehension	Sentence Skills	Arithmetic
All certificate, diploma, associate degree, and bachelor's degree programs except Nursing (see Nursing Program Specific Requirements)	35	35	21

- b. Provide documentation of a bachelor's degree granted by an approved institution as described in the Transfer of Credit section of this catalog.
- c. Provide documentation of a minimum composite score of 21 on the ACT.
- d. Provide documentation of a minimum composite SAT score of 1485. If SAT was taken prior to March 2006, provide documentation of a minimum composite SAT score of 990.
- e. If a student took the CPA exam through Globe University/Minnesota School of Business (GU/MSB), Broadview University (BVU), or The Institute of Production and Recording (IPR) in the past, entrance scores will be honored according to the requirements listed in the catalog at the time of past enrollment. The student may be required to take the Accuplacer exam to determine appropriate placement in foundation classes.

Math (applicable for students accepted into any program except the certificate in Internet Marketing and Electronic Discovery programs) A student who has successfully completed a college-level mathematics course at an approved institution as described in the Transfer Credit section of the this catalog is exempt from taking Foundations of Math I and II. A student who scores lower than 65 on the arithmetic component of the Accuplacer will be required to complete FM052 Foundations of Mathematics II. A student who scores lower than 38 on the arithmetic component of the Accuplacer will be required to complete FM051 Foundations of Mathematics I and FM052 Foundations of Mathematics II.

Writing, (applicable for students accepted into any program except the certificate in Internet Marketing and Electronic Discovery program) A student who has successfully completed a college-level composition course at an approved institution as described in the Transfer Credit section of the this catalog is exempt from taking Foundations of

Writing I and II. A student who scores lower than 87 on the sentence skills component will be required to complete FW052 Foundations of Writing II. A student who scores lower than 54 on the sentence skills component will be required to complete FW051 Foundations of Writing I and FW052 Foundations of Writing II.

Prospective nursing students should refer to the Nursing Program Specific Requirements section of this catalog.

Globe University/Minnesota School of Business accepts Accuplacer scores from other institutions in cases where students have already taken the required sections of the Accuplacer. Scores must come directly from the administering institution(s) to Globe University/Minnesota School of Business.

A prospective student who does not pass one or more portions of the entrance exam may retake the portion(s) of the test the student did not pass.

A student may be allowed a third exam only at the discretion of the dean of education/students and/or campus director. The student must provide documentation of completion of a rudimentary-level language, reading and/or math class after the second exam attempt and prior to a third attempt. Successful completion includes earning a grade of C or higher, a pass from a pass/fail course, or a letter from an administrator of WorkForce Center, Hub Center, or similar organization stating successful completion of a language, reading, or math workshop or class offered through that organization. A retest request form must be submitted to and approved by the dean of education/students prior to the student taking a third exam. Classes required will be determined by the second exam results.

**PROGRAM SPECIFIC REQUIREMENTS**

**Electronic Discovery**

A student enrolling in the Certificate in Electronic Discovery must meet the program prerequisite of a Bachelor's degree or Paralegal Certificate, Associate's degree in Paralegal or equivalent or at least 3 years of experience in a law firm, in-house legal department, with a legal support provider, or in information technology services, or equivalent.

**Massage Therapy**

The technical instruction of the AAS Massage Therapy and Massage Therapy Diploma programs at GU/MSB requires that students meet or exceed the following qualifications of study specific to massage therapy technique courses:

In order to obtain and develop technical skills and achieve satisfactory completion of either massage therapy program, students must be able to fully perform and receive massage and adjunctive applications without posing health or safety risks to themselves, their classmates, or clients. A student must have the ability to use both hands, single digits, forearms, and elbows to apply massage techniques and adjunctive therapies including kneading, gliding, compressing, grasping, pushing, pulling, shaking, lifting, rubbing, holding, stretching, tapping, and twisting tissue at various frequencies and pressure over the full range of the body. The student must also be able to maintain proper body mechanics including foot placement, leaning, leveraging body weight,

## GENERAL INFORMATION

supported digits, and safety practices for up to one hour without interruption. It is advisable for massage therapy applicants and students to regularly review their health histories and massage criteria with their primary health care providers to establish any risks in performing or receiving massage-type applications.

### Graduate Programs

See Graduate Degree Programs section of this catalog.

### Medical Assistant/Mental Health Technician

Many employers have hiring requirements that prohibit any person convicted of a felony from being employed in a clinical setting. Therefore, GU/MSB will not accept a student with a disclosed felony conviction for enrollment in the Medical Assistant programs or the Certificate in Mental Health Technician. In addition, to be compliant with clinical training site agreements, each student will be required to complete a criminal background check at the beginning of the quarter prior to clinical training. A student whose background check reflects a felony conviction will not be allowed to enter clinical training and will be ineligible to complete the Medical Assistant/Mental Health Technician programs.

Prior to beginning the externship portion of the program, the student must start the series of Hepatitis B vaccinations or sign a waiver declining the injections.

### Mobile Application Development (Certificate)

Students enrolling in the Certificate program in Mobile Application Development will take the College Algebra I test-out as part of the enrollment process. Students who successfully complete the College Algebra I test-out with a 70% or higher will receive credit for the course. Students who do not earn a score of 70% or higher on the College Algebra I test-out will be required to complete the course prior to any course which requires it as a prerequisite.

Students who have earned college-level credit for a College Algebra course from an approved institution as described in the Transfer Credit section of this catalog will have fulfilled the College Algebra admissions requirement.

## Nursing

### Minimum Admission Requirements

- » Applicants who have taken college-level coursework must have:
  - A cumulative GPA of 2.75 or greater for all college-level coursework taken.
  - Official transcripts from all institutions attended.
  - A cumulative GPA of 2.75 or better maintained from time of acceptance to the program to the start of first quarter nursing courses.
  - Completed within the last five years, with a grade of C or better, high school or college-level general biology, or the equivalent, with a lab; and high school or college-level general chemistry, or the equivalent, with a lab.
- » TEAS Assessment Test

- All applicants must take the TEAS (Test of Essential Academic Skills). The placement results in the four areas of reading, math, science and English are reviewed based on the Adjusted Individual Total Preparedness Level achieved by the applicant (Exemplary, Advanced, Proficient, Basic, and Developmental). Two weeks after the initial TEAS exam, a prospective student may take one section or the exam in its entirety for a second attempt.

- » All applicants must show proof of meeting nursing assistant competency by documentation of one of the following:
  - Completion within the last five years, with a passing grade, of a federally approved nursing assistant (NA) class.
  - Experience within the last five years as a nursing assistant, with documentation of experience on letterhead from the employer, including a detailed job description that verifies skills.
  - A passing grade on the Nursing Assistant Test-Out exam within the last five years.
  - Current listing on the Nursing Assistant Registry in Minnesota.
- » Personal Goal Statement:
  - Statement of the applicant's educational and career goals as they relate to the profession of nursing at the baccalaureate-level of practice.
  - One to two pages, typed and double-spaced.
- » Two letters of recommendation (from professional associates).
- » Transcripts from all institutions attended.

The composite analysis determining admission to the program includes the following:

- » 2 Letters of Reference
- » Nursing Assistant Competency
- » Review of academic history and Cumulative GPA of 2.75 or >
- » Chemistry and Biology with a grade of C or >
- » TEAS Adjusted Individual Total Preparedness Level
- » Personal Goal Statement
- » Applicants with a High School Diploma or GED must have:
  - Submission of Diploma or GED
  - Official transcripts from High School or institution attended
  - A cumulative GPA of 2.75 or greater for all high school -level coursework taken.
  - Completed within the last five years, with a grade of C or better, high school or college-level general biology, or the equivalent, with a lab; and high school or college-level general chemistry, or the equivalent, with a lab
- » TEAS Assessment Test
  - All applicants must take the TEAS (Test of Essential Academic Skills). The placement results in the four areas of reading, math, science and English are reviewed based on the Adjusted Individual Total Preparedness Level achieved by the applicant (Exemplary, Advanced, Proficient, Basic, Developmental).
- » All applicants must show proof of meeting nursing assistant competency by documentation of one of the following:
  - Completion within the last five years, with a passing grade, of a federally approved nursing assistant (NA) class.

- Experience within the last five years as a nursing assistant, with documentation of experience on letterhead from the employer, including a detailed job description that verifies skills.
- A passing grade on the Nursing Assistant Test-Out exam within the last five years.
- Current listing on the Nursing Assistant Registry in Minnesota.
- » Personal Goal Statement:
  - Statement of the applicant's educational and career goals as they relate to the profession of nursing at the baccalaureate-level of practice.
  - One to two pages, typed and double-spaced.
- » Two letters of recommendation (from professional associates).
- » Transcripts from all institutions attended.

The composite analysis determining admission to the program includes the following:

- » 2 Letters of Reference
- » Nursing Assistant Competency
- » Review of academic history and Cumulative GPA of 2.75 or >
- » Chemistry and Biology with a grade of C or >
- » TEAS Adjusted Individual Total Preparedness Level
- » Personal Goal Statement

#### Required After Acceptance into the Program

- » Current evidence of CPR certification equivalent to Health Care Provider:
  - Must include infant, adult and child and one- and two-person CPR, facemask and external defibrillator.
  - Must have actual hands-on skill competency evaluation; no "virtual" CPR or web-based courses will be accepted.
- » Current evidence of a health and physical exam by a licensed physician or designee (nurse practitioner or physician's assistant), including the following:
  - Proof of immunization or immunity documented by an official vaccination record or through laboratory titer reports showing immunity status to:
    1. Measles, Mumps, Rubella (MMR)
    2. Varicella (Chicken Pox) (titer required)
    3. Tetanus (within ten years)
    4. Documented negative tuberculosis skin test (2-Step Mantoux) or, if the Mantoux is positive, a documented negative chest x-ray • Acknowledgment of receipt of information regarding Hepatitis A, B and C and documentation of receiving, in progress or declining
    5. Hepatitis B vaccination series.
- » Compliance with Minnesota law requires that any person who provides services that involve direct contact with patients, residents or clients at a facility licensed by the Minnesota Department of Health must have a background study. The study will be conducted by the school upon acceptance into the program during initial orientation and annually thereafter. If the applicant refuses, or is disqualified as a result of the background study, the applicant will be unable to successfully complete the requirements of the program and will be exited.

#### » Acknowledgement:

- Students applying to the GU/MSB Nursing program are encouraged to carry their own health insurance during participation in the program. Coverage will not be provided by GU/MSB or clinical/practicum sites. Participating students will not be covered by clinical/practicum sites workers' compensation coverage.

#### » Acknowledgement:

- That it is a requirement of this program to participate in and demonstrate specific competencies while participating in clinical/practicum experiences at off-campus locations or campus specific labs.
- That those experiences must be completed during the designated hours per clinical/practicum site and Nursing program requirements and policies accordingly.
- That the applicant is aware that while participating in required clinical/practicum experiences the applicant is required to provide his/her own reliable transportation.
- That personal and travel expenses and automobile insurance are the responsibility of the student.

#### » Acknowledgment of the following functional abilities:

- Use of the four senses of sight, touch, hearing and smell.
- Motor function and functional strength.
- Coping skills to function in stressful situations.
- Ability to adjust to continuing change.
- Ability to act ethically and accept accountability for own actions.
- Ability to refrain from the abuse of drugs or alcohol (urine drug screening may occur randomly without cause at any time during the program).

All applications submitted will be reviewed by the dean of nursing and a committee for consideration of acceptance to the program. The nursing department reserves the right to select those with the best qualifications from applicants who meet the minimum requirements. Applicants will not be accepted to the BSN program without approval by the dean of nursing.

A petition to appeal for exceptions to the admission criteria may be made to the dean of nursing under certain mitigating conditions. The appeal is to be submitted in writing, using the appropriate college form and with complete accompanying support documents, prior to the deadline for applications for the next acceptance period. The dean of nursing will review the appeal and make a determination. The applicant will be notified of the decision within two weeks of submission of the appeal. The decision of the dean of nursing is final and may not be appealed further.

#### Veterinary Technology

Globe University/Minnesota School of Business strongly recommends students in the Veterinary Technology program receive rabies vaccinations prior to enrolling. While the risk is low, individuals involved in animal health care professions may be exposed to the rabies virus. Students are not required to be vaccinated for rabies, but are urged to discuss rabies vaccination with their primary physicians.

## GENERAL INFORMATION

### STUDENTS ENROLLED IN LESS THAN A FULL PROGRAM

An applicant who does not meet entrance requirements, or who is interested in taking individual courses only, may apply for admission to courses that will not lead to the awarding of a diploma or degree. A student enrolling under these circumstances is not eligible to participate in financial aid.

### INTERNATIONAL STUDENTS

An international student applying to a diploma, certificate, associate degree, or bachelor's degree program (with the exception of the Nursing program) must comply with one of the following:

- » Present an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer), or 61 (Internet).
- » Achieve a minimum Accuplacer score for the requested program.

An international student applying to the Nursing program must meet international student compliance as follows:

- » If the student's native language is not English, the student must:
  - Demonstrate English proficiency in reading, writing, and oral communication methods.
  - Present an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer), or 61 (Internet).
  - Present an official copy of the Test of Spoken English (TSE) report with a minimum score of 50 or a Speaking Proficiency English Assessment Kit (SPEAK) report with a minimum score of 50.

An international student applying to a graduate program must comply with the entrance requirements for a masters or doctoral degree as specified in the graduate section of this catalog.

### TRANSFER OF CREDIT POLICY

The evaluation of transfer credit from other institutions to Globe University/Minnesota School of Business involves the following considerations:

- » The educational quality of the institution from which the student transfers.
- » The appropriateness and applicability of the credit earned to the student's program at GU/MSB in light of the student's educational goals.
- » The requirement that a minimum of 25 percent of total program credits must be completed at GU/MSB in all certificate, diploma, associate in applied science and bachelor's degree programs.
- » The minimum requirements for graduate programs are listed in the graduate section of the catalog.

#### Approved Institutions

Credits for successfully completed courses at institutions accredited by agencies recognized by the United States Department of Education, or in some cases institutions recognized through state regulatory bodies, may be transferred upon the approval of the designated school official at the receiving institution. Veterinary Technology and Medical Assistant programs have the additional requirement of programmatic accreditation for all core requirements.

In order to request transfer credit, the student must submit a Globe University/Minnesota School of Business Request for Transcript for each previously attended institution. Upon request, the student must submit a catalog description or course syllabus for consideration of credit transfer.

In evaluation of transfer credit decisions, Globe University/Minnesota School of Business will carefully weigh the three considerations listed above while assisting students whenever possible to avoid repetition of coursework that applies directly to their program of study.

The transcript evaluation process begins as official transcripts are received. In the event that a transcript is not received in a timely manner, the transcript evaluation may not be complete prior to attendance in the first quarter of classes. Students should plan accordingly.

When the transcript evaluation process is complete, the student will be notified in writing of the result of the evaluation.

Evaluation of course descriptions may be conducted electronically based on information from College Source ([www.collegesource.com](http://www.collegesource.com)) or Office of Higher Education (OHE) credit transfer resource ([www.mntransfer.org](http://www.mntransfer.org)). If information is not available through either resource, the student may be required to provide course descriptions and/or syllabi for consideration of transfer. The following conditions apply:

1. All transferable credits must have been earned with a grade of C-/P or better and be at the college level of 100/1000 or above. All transferable Master's level credits must have been earned with a grade of B or better and be at the college level of 500/5000 or above.
2. A minimum of 25 percent of total program credits must be completed at GU/MSB in all undergraduate programs. Remaining undergraduate program credits may be transfer credit or credits earned through advanced standing tests, professional work experience, or prior learning.
3. Credit for general education courses taken at other schools and not offered by GU/MSB may be awarded in the appropriate general education area. For example, four credits successfully earned in American History (not currently offered at GU/MSB) may be awarded as four credits in the social science area.
4. Postsecondary credit awarded prior to high school graduation will be considered for transfer.
5. Decisions based on transfer credit should be considered valid at the date of evaluation.
6. When curricula change, decisions about future credit transfers may be affected.
7. Transfer credit for a course may be subject to the requirement that the student verify competency in an area included in the equivalent course or satisfy that requirement in some other way.
8. The following qualifications, requirements, and limitations apply to the acceptance of transfer credits.

## QUALIFICATIONS, REQUIREMENTS AND/OR LIMITATIONS RELATED TO TRANSFER OF CREDIT

Quarter/Semester: 1 semester credit = 1.5 quarter credits

### General Education

General education, including the disciplines of communications, natural science/mathematics, humanities, and social science, should be an integral part of all associate and bachelor's degree programs in order to develop critical and analytical skills and broad perspectives that are associated with those levels of education. A degree implies that the student has achieved a knowledge base in general education that complements preparation in a major field of study.

Subject areas accepted towards general education requirements include, but are not limited to, the following:

- » Humanities, including art, humanities, languages, literature, music, philosophy, religion, and theatre.
- » Natural Science/Mathematics, including biology, chemistry, geology, physics, mathematics, and statistics.
- » Social Science, including anthropology, American studies, economics, geography, history, human relations, law, political science, psychology, and sociology.
- » Communications, including composition, speech, writing, and rhetoric.

### Time Limit

General education, general studies, and elective credits shall have no transfer time limit with the exception of the doctoral program. The timeliness of credits applied to career programs will be determined when evaluating transfer credits.

### Credit amount transferred is different than equivalent course credit

Courses approved for transfer must be comparable in nature, content, and level and match at least 75 percent of the content and objectives of the course for which the student is seeking equivalent credit. In consideration of a course for course transfer, the amount of transfer credit will not exceed the credit value for the comparable Globe University/Minnesota School of Business course offering.

### Curriculum changes that change credit and/or content

Courses previously taken at GU/MSB must be comparable in nature, content, and level and match at least 75 percent of the content and objectives of the course for which the student is seeking equivalent credit.

### Credit earned in foreign institutions

A student with a degree, certificate, or college-level credits from a non-U.S. institution of higher education shall have those credits evaluated at the student's expense by an evaluator selected by the college. The student must provide an official transcript in the original language, a college catalog, and the translated transcript and course descriptions. Masters' international transcript evaluations will not be considered for doctoral programs.

### Credit for AAS degree BS Mechanical Engineering Technology program

Students who have an associate degree in an engineering related discipline, such as drafting, engineering technology, or industrial design will receive transfer credit and may be exempt from taking any class in the bachelor's degree program that is also required for the Globe University/Minnesota School of Business AAS Engineering Drafting and Design degree program. The associate degree must meet the Transfer of Credit requirements as stated in the current GU/MSB catalog. To be eligible for transfer, associate degree coursework must include 60 specialization/technical and 30 general education quarter-hour credits (or semester-hour credit equivalencies). The degree must be granted by an approved institution as described in the transfer credit section of this catalog. A documented international transcript evaluation may be considered based on approval of academic services personnel. Additional courses may be required outside of the credits accepted through block transfer where prerequisites exist to create a foundation for further learning.

### Credit for AAS degree BS Veterinary Technology Management program

A student enrolling in the BS Veterinary Technology Management degree program who has earned an AAS Veterinary Technology degree from an AVMA accredited program and possesses a current veterinary technician certificate, will receive transfer credit and be exempt from taking all classes in the bachelor's program that are also required for the AAS program at Globe University/Minnesota School of Business.

### Courses that do not transfer

GU/MSB does not transfer in CMA (certified medical assistant) review or clinical training. GU/MSB does not allow transfer credits for the following courses in the BS Veterinary Technology Management and AAS Veterinary Technology programs: VT222 Lab Animals, Exotics and Pocket Pets, VT256 Small Animal Surgical Assisting, and VT276, Large Animals

### Courses that do not apply toward graduation requirements

In evaluating transfer credit, only courses that apply toward a student's graduation requirements in the student's program of study will be considered for transfer.

### Block Transfer

Students who have completed an associate or a bachelor's degree are eligible for a block transfer of general education requirements, in addition to, PD160, Professional Communications I and PD200 Professional Communications II, to be distributed as determined by the transfer specialist per the conditions below in all programs, with the exception of the BS Nursing degree program. Additional general education courses may be required outside of the credits accepted through block transfer where prerequisites exist to create a foundation for further learning.

## GENERAL INFORMATION

A student who has completed an associate degree will be granted a general education block transfer to fulfill all general education requirements toward an associate in applied science degree through a Globe Education Network member school if the following conditions are met:

- » The student has completed a minimum of three quarter-hour credits in each area of the Globe Education Network member schools' general education studies, including communications, humanities, natural science/mathematics, and social science.
- » The student has completed a minimum of 30 quarter-hour credits of general education courses.

A student who has completed an associate degree will be granted a general education block transfer to fulfill a minimum of 30 quarter-hour credits of general education requirements toward a bachelor's degree through a Globe Education Network member school to be distributed as determined by the transfer specialist.

A student who has completed a bachelor's degree will be granted a general education block transfer to fulfill all general education requirements toward an associate in applied science degree through a Globe Education Network member school if the following conditions are met:

- » The student has completed a minimum of three quarter-hour credits in each area of the Globe Education Network member schools' general education studies, including communications, humanities, natural science/mathematics, and social science.
- » The student has completed a minimum of 30 quarter-hour credits of general education courses.

A student who has completed a bachelor's degree will be granted a general education block transfer to fulfill all general education requirements toward a bachelor's degree through a Globe Education Network member school if the following conditions are met:

- » Student has completed a minimum of six quarter-hour credits in each area of the Globe Education Network member schools' general education studies, including communications, humanities, natural science/mathematics, and social science.
- » Student has completed a minimum of 54 quarter-hour credits of general education courses.

### Military Transfer

College credit for military service may be awarded upon review of a military transcript. Minimally, a student will be awarded credit toward SS140 Interpersonal Relations for the successful completion of basic training. A student may also receive credit for SS103 Global Citizenship for completing basic training. Additional coursework on the transcript will be matched to comparable GU/MSB courses. Military transcripts to document American Council on Education (ACE) recommended college credit for military training and occupational experience can be requested from:

- » Joint Service Transcript (JST) is used for the US Army, US Marine Corps, US Navy, and US Coast Guard.
- » Community College of the Air Force (CCAF)

The JST is ordered electronically when a student applies for admission. The CCAF request needs to have a hard signature by the student and mailed to the CCAF.

### Credit for AAS degree toward BS Business Administration program

A student enrolling in the BS Business Administration degree program who has earned an AAS degree from the Community College of the Air Force will receive transfer credit and be exempt from taking classes in the bachelor's program that are also required for the AAS program at GU/MSB, with the exception of MK205 Marketing which will be a required course toward the bachelor's degree. In addition, the student will be awarded transfer credit and be exempt from taking HR300 Human Resource Management.

### Core and General Education Requirements

The general education requirement for an AAS degree is a minimum of 30 quarter-hour credits in the general education disciplines, with a minimum of three credits in each of the following areas: communications, humanities, natural science/ mathematics, and social science.

The general education requirement for a bachelor's degree is a minimum of 54 quarter hour credits in the general education disciplines, with a minimum of six credits in each of the following areas: communications, humanities, natural science/mathematics, and social science.

A student enrolling in a Bachelors degree program who has graduated with an AAS degree may be eligible for a core block transfer of up to 60 credits. The student will be required to complete 30 percent of the program at the 300/400 level. The institution reserves the rights to alternate courses within the program to improve the quality of the program of study.

Upon the approval of the dean of education/students or program chair, general education coursework may be accepted as specialization elective coursework if it is determined to be commonly required in that program area. A course accepted as a specialization elective will not be accepted as a general education course.

### ADVANCED STANDING TESTS

Credit may be awarded for a student's proficiency in a subject as demonstrated through performance on an advanced standing test. The student must request and arrange the test through the academic services department and take the test before the beginning of the quarter in which the course will be required. Not all courses have advanced standing tests.

### PRIOR LEARNING ASSESSMENT

Globe University/Minnesota School of Business will determine if learning received outside of the traditional college classroom prior to enrollment at GU/MSB is equivalent to academic curriculum and eligible for college credit. GU/MSB follows the academic and administrative standards of the American Council on Education (ACE) for review of learning gained outside of the formal classroom environment. Documentation of learning that is eligible for review includes:

- » Documentation of professional training
- » Licensure
- » Documentation of coursework earned at non-transferable institutions
- » CLEP test report
- » DANTES test report
- » AP test report

Prior learning credit will be designated as PL on the student's academic transcript. If the credit granted is for a course required for the program, the amount of transfer credit will not exceed the credit value for the comparable GU/MSB course offering. If the credit granted is for a course not required for the program, the appropriate semester-hour credit conversion may be used. Credit awarded for one course may not be used toward any other course.

A student seeking to receive credit for prior learning will submit original copies of appropriate documentation of completion for each course where prior learning credit is being sought to the academic services department for approval. The department will ask the student to provide GU/MSB with additional information if necessary for proper evaluation.

### PROFESSIONAL WORK EXPERIENCE

Globe University/Minnesota School of Business offers a qualified student the opportunity to obtain credit for previous experience in which the student gained occupational, supervisory, or management skills in industry, business, military, professional, or service occupations.

Work experience credit is designated as WE on a student's academic transcript. The student must submit the required forms and documentation for work experience credit to the academic services department prior to the start of the quarter in which the class is required to be taken. Work Experience Request forms and GU/MSB policies are available upon request from school officials. Once the student has completed and submitted all of the required documentation, the academic services department, with the assistance of faculty from the respective department for which credit equivalency is being requested, will evaluate the request. Documentation generally includes job assignment descriptions, performance reports, and/or supervisor letters attesting to the dates of employment, assignments, specific duties, and quality of work performed. Requests for work experience credit will not be considered for evaluation if received without appropriate documentation.

Work experience considered for credit must have been at increasingly rigorous levels of learning equivalent to the level of difficulty associated with college coursework. Part-time experience is considered for credit on a proportional basis.

### TRANSFER OF CREDIT TO OTHER INSTITUTIONS

Globe University/Minnesota School of Business offers master's degrees and career-focused bachelor's degrees, associate in applied science degrees, diplomas, and certificates. The purpose of these degree, diploma, and certificate offerings is to provide career-specific education and general education credits that will lead to rewarding employment. While it is unlikely that credits will transfer to a state college or university, some institutions will accept GU/MSB credits. Credit transfer is always determined at the sole discretion of the receiving institution. GU/MSB cannot provide information on whether outside institutions will accept GU/MSB credits. A student interested in transferring to another college or university should check with that institution prior to enrolling at GU/MSB. It is not the mission or the intent of GU/MSB to act as a transfer institution.

### ARTICULATION AGREEMENTS

Globe University/Minnesota School of Business has articulation agreements with the following schools:

- » Concordia University, St. Paul
- » Brown College, Minneapolis, Minnesota
- » Waldorf College, Forest City, Iowa
- » ITT Technical Institute, Eden Prairie, Minnesota
- » Kaplan
- » Colorado Technical University
- » Capella University, Minneapolis, Minnesota
- » St. Mary's University of Minnesota

Articulation agreements indicate that a student can take credits earned at GU/MSB and be eligible for credits at one of the institutions listed above. Please contact an academic services staff member for program specific information.

### CONSORTIUM AGREEMENT

Students enrolled at Globe University, Minnesota School of Business, Broadview University, Duluth Business University, the Institute of Production and Recording, and Minnesota School of Cosmetology have the option to earn credit for equitable courses taken at any of these institutions. The consortium agreement between these institutions meet the schools' programmatic, local, state, and national licensing and accreditation criteria. These institutions have common ownership and a centralized support system of corporate division personnel provided by the Globe Education Network.

The agreements provide students with the flexibility to take equitable courses from all campus locations, including online coursework, which is administered by a centralized, shared virtual learning environment, CampusConnect, and delivered by Globe University, Minnesota School of Business, and Broadview University online divisions.

Student services, including satisfactory academic progress and financial aid records, will be maintained and monitored by the campus where the student will receive his/her diploma, certificate, or degree. Each campus will be ultimately responsible for the delivery of its programs and the satisfaction of its students. Students who elect to attend a course at a location other than their home institution (primary attendance location) will have their total tuition and fees charged by their home institution. All financial aid will be awarded and dispersed from the home institution. The home institution is required to deliver at least 50 percent of the overall program and award the appropriate credential to the student.

A copy of the consortium agreement is kept on file at each campus. Students have the right to review and acknowledge the agreement prior to taking courses at other campuses.

### LATE ADMISSION

A student may not register for classes later than the third day of the quarter. An application received after the third day of the quarter will be retained on reserve status for the next class start date.

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### FINANCIAL INFORMATION

Globe University/Minnesota School of Business participates in the administration of most federal Title IV student financial aid programs including Federal Pell Grants, Federal Supplement Education Opportunity Grants, Federal Stafford Subsidized/Unsubsidized Student Loans, and Federal Parent Loans to Undergraduate Students.

Programs of study are approved by each state's approving agency for veterans' education benefits (see Accreditations, Registrations and Approvals section of this catalog).

Additional information and applications may be obtained by contacting the campus financial aid office.

### CANCELLATION AND REFUND POLICY

(This section does not apply to international applicants and students. International applicants and students should refer to the International Student Refund Policy and International Student Deposit and Cancellation Policy sections of this catalog.)

1. Any student who enrolls in a program of study will receive written notice of acceptance or rejection. If a student is not accepted for admission, all tuition, fees, and other charges that have been paid will be refunded. The student is responsible for payment for books and supplies received.
2. When written notice of cancellation is given within five (5) business days after the day the student is accepted by the school, regardless of whether the student has begun classes, the application fee will be refunded upon written request. When written notice of cancellation is given prior to the end of the add/drop period of the initial quarter of training, all tuition, course fees, and other charges will be refunded (with the exception of the \$50 application fee). The student is responsible for payment for books and supplies received.
3. A refund policy determines the amount of institutional charges that the school has earned and not earned based on the date the student ceases attendance:
  - » If a student ceases attendance or provides written notice of cancellation or withdrawal after the start of the quarter, but before completion of sixty (60) percent of the quarter, the amount charged for tuition and fees for the completed portion of the course shall not exceed the prorated portion of the total quarter's charges for tuition and fees arrived at by multiplying the total quarter's charges for tuition and fees by the ratio of the length of the completed portion of the quarter to the total length of the quarter.
  - » If the student ceases to attend school after completing sixty (60) percent of the quarter, the student will be charged at one hundred (100) percent of the tuition and fees for the term.
  - » The student is responsible for payment of fees, books and supplies.
4. Any student who enrolls in a course may request a copy of the current list of books and prices. Any student who purchases books through the virtual bookstore may return unused books to the virtual bookstore within ten (10) business days of the start of the quarter to receive a refund. Shipping costs are non-refundable and the virtual bookstore provider reserves the right to issue partial refunds if books are not returned in suitable resale condition.

5. Globe University/Minnesota School of Business will acknowledge in writing any valid notice of cancellation within ten (10) business days after receiving the notice, and within thirty (30) business days will refund to the student any amounts due the student and cancel any tuition or fees in excess of those due under the Return of Title IV Funds Policy.
6. The reason for a student's cancellation or withdrawal does not affect how the cancellation and refund policy is applied.
7. Written notice of cancellation or withdrawal will take place on the date the letter is postmarked, or in a case where the notice is hand carried, it shall occur on the date the notice is delivered to the school.
8. The date of acceptance will be the delivery date of the notice of acceptance. If the notice is delivered by mail, it will be the postmarked date of the letter of acceptance.
9. Whether or not notification is given, the date of withdrawal is based on the date the student ceased attendance.
10. The school does not negotiate promissory notes or instruments received as payments of tuition or other charges.

### MINIMUM TERMS FOR TUITION PAYMENT

When a student is ineligible for, or does not otherwise participate in, any U.S. Department of Education financial aid program, he or she must pay tuition in advance or establish a payment plan with the financial aid department before the first day of each quarter. Quarterly tuition is due and payable on or before the first day of each quarter.

Students whose financial aid is insufficient to cover the total cost of fees, tuition, and books must establish payment plans prior to the first day of each quarter.

Students whose accounts are more than thirty (30) days past due may be suspended from class attendance until arrangements are made to bring their accounts to current status. A student who fails to adhere to the financial arrangements agreed upon may be expelled from school and may re-enter only after making full payment of the delinquent portion of the account.

All accounts must be paid in full prior to taking final exams each quarter and prior to the last scheduled class session for all graduate students.

Student accounts that are more than ninety (90) days past due may be sent to a collection agency.

### RETURN OF TITLE IV FUNDS

The Return of Title IV Funds Policy applies to any student who receives Title IV funding and withdraws. The withdrawal process is defined as occurring when a student notifies, orally or in writing, the academic services department of his/her intent to withdraw. Whether or not notification is given or whether or not the student begins the withdrawal process, the school will establish the date of withdrawal as the date the student ceases attendance. The Return of Title IV Funds formula determines the amount of Title IV funds the student has earned at the time the student ceases attendance and the amount of Title IV funds the student must return.

The amount of Title IV funds earned by a student is based on the calendar days from term start thru the last date of attendance. The amount of Title IV funds a student earns is a proportional calculation based on the amount of time the student attends school through sixty (60) percent of the quarter. If a student ceases to attend school after sixty (60) percent in the quarter, the student earns one hundred (100) percent of the Title IV funds. If the amounts of Title IV grant or loan funds disbursed to the student is greater than the amount a student earned, unearned funds must be returned. If the amount of funds was less than the amount the student earned, the student may be eligible to receive a post-withdrawal disbursement in the amount of the earned aid not received, but otherwise earned.

If it is determined that unearned Title IV funds must be returned, the responsibility is shared between the school and the student. If the financial aid funds earned don't cover the student's charges for that term, the student will be billed. If the financial aid funds exceed the amount earned, the institution will follow the distribution policy described below.

### RETURN OF TITLE IV FUNDS DISTRIBUTION POLICY

Return of Title IV Funds will be distributed in the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct Plus Loans
4. Federal Pell Grants
5. Federal SEOG Program
6. Other Title IV grant or loan assistance

Minnesota state financial aid refunds are calculated based on the Minnesota Office of Higher Education Refund Policy, Appendix 13 Refund Calculation Worksheet of the Minnesota State Grant Manual.

The return of non-Title IV funds will be distributed in the following order:

1. State Grant-Proportionally
2. Non-federal alternative loans
3. Other outside sources

Any excess funds after the distribution policy has been applied belong to the student.

### POST-WITHDRAWAL DISBURSEMENT (PWD)

A PWD is due when the amount of Title IV aid earned is greater than the amount of Title IV aid disbursed. The actual amount of the PWD is the difference between the amount of Title IV aid earned and the amount of Title IV aid disbursed.

If outstanding charges exist on the student's account, the college may credit the student's account with all or a portion of the PWD. However, if Title IV loan funds are used to credit the student's account, the college must first notify the student/parent and provide the opportunity to cancel all or a portion of the loan.

Any amount of a PWD that is not credited to the student's account must be offered to the student within 30 days of the date that the college determined that the student withdrew. The offer must be made in writing and will also notify the student that no PWD will be made if the student does not respond within 14 days of the date that the college sent the notification. Students will be informed that they may accept or decline some or all of the PWD that is not credited to their accounts.

If the student responds within 14 days the PWD funds will be disbursed as soon as possible, but no later than 120 days from the date that the college determined that the student withdrew.

If the student responds late (after 14 days have passed, but prior to the 120 day deadline) the college may choose to make the PWD at its own discretion, depending on the circumstances. The student is reminded that the college has no obligation to make a PWD after the 14 day timeframe.

### TITLE IV VERIFICATION POLICY

If a student's financial aid application is selected for review in a process called verification, the school is required to collect certain documents and adhere to deadlines for processing the application.

Once the student has submitted the required documentation to the financial aid office, the financial aid administrator will make the appropriate corrections to the application information and submit it to the central processing system. If, as a result of verification, the applicant's Title IV eligibility changes, the financial aid administrator will notify the student via a new award letter and in-person consultation (if possible) of the student's new Title IV eligibility.

Globe University/Minnesota School of Business requires the following from an applicant selected for verification:

#### Dependent Applicant

- » Dependent Verification Worksheet
- » Copy of student's and parents' federal 1040, 1040A, or 1040EZ official tax transcript
- » Copy of student's federal 1040 official tax transcript
- » If a student/parent didn't use the IRS data retrieval process or used the process but changed data after it was retrieved, they must provide a copy of their tax transcript provided by the IRS.
- » W-2 forms for non-tax filers and if separation of income is necessary
- » Independent Applicant
- » Independent Verification Worksheet
- » If married, copy of spouse's and student's federal 1040, 1040A, or 1040EZ official tax transcript (if filed)
- » If a student/parent didn't use the IRS data retrieval process or used the process but changed data after it was retrieved, they must provide a copy of their tax transcript provided by the IRS.
- » W-2 forms for non-tax filers and if separation of income is necessary

The deadline for submitting verification documents is the earlier of 30 days after the last day of attendance or 30 days after the last day of the award year. If an applicant fails to submit the required documents to verify the data by the deadline, no Title IV awards can be made to the student and any Title IV funds disbursed in the award year are immediately refunded by the school which may cause the student to owe money to the school.

## GENERAL INFORMATION

## SCHOLARSHIPS

## DIRECTOR'S ACADEMIC SCHOLARSHIP

For students who are graduating high school seniors.

## Qualifier

Wonderlic SLE

## Scholarship Qualification Standards

If you score:	You will be awarded:
12-14	\$500
15-17	\$1,000
18-21	\$1,500
22-27	\$2,000
28-30	\$2,500
31+	\$5,000

## Eligibility Guidelines

1. The applicant must be a current year graduating high school senior.
2. The applicant must take the test on one of the official testing dates published in the admissions department.
3. A student can only take the test one time.
4. The student must enroll on, or prior to, the last testing date of the student's senior year, but may take the test prior to enrolling.
5. Award amounts are designated for tuition only and are divided in  $\frac{1}{4}$  increments, unless the student is enrolled in a three-quarter program, when the award amount will be awarded in  $\frac{1}{2}$  increments.
6. All funds are paid directly to the college.
7. A recipient will be notified of the award in writing within two weeks after testing.
8. The student must apply for and begin classes by the fall quarter immediately following graduation from high school. A student who enlisted in the National Guard or Reserve Military service will be allowed to start classes upon return from their Initial Active Duty for Training (basic/job training). Student must provide proof of upcoming military service and DD214 upon return from military training. A student who attends a religious mission is allowed to start classes the first quarter following his/her return. Prior to leaving on the mission, the student must provide a verification letter from the religious institution indicating the start and end dates of the mission.
9. The student must carry a minimum of twelve credits to be eligible for the quarter and maintain satisfactory academic progress or the award will be forfeited from the time the student fails to do so.
10. The award will be forfeited if attendance is discontinued or interrupted.

## FORWARD SCHOLARSHIP

For students who are current year high school juniors and seniors.

A high school student who applies for admission to Globe University/Minnesota School of Business and enrolls in a program will have the opportunity to get a jump start on a college career. The Forward Scholarship will be awarded to current year high school junior and senior students, and bring their per credit cost of tuition down to \$299.00 per credit for classes in their program.

## Eligibility and Award Guidelines

1. An eligible applicant must be a student who is a currently attending, active junior or senior. Once the student graduates from high school, the student is no longer eligible.
2. The student must be enrolled in an associate or bachelor's degree program.
3. The student must have a cumulative grade point average of at least 2.0.
4. The student must have a signed GPA verification form (provided by the admissions department) showing the student's aptitude for succeeding in college-level coursework.
5. Only courses required in the student's program of enrollment will be eligible for tuition at \$299.00 per credit.
6. The student will be responsible for the cost of books and/or applicable fees associated with the specific course.
7. The student must begin attending GU/MSB in the early fall or fall quarter immediately following the student's senior year.
8. A student who withdraws or fails a course while enrolled under the Forward Scholarship program must successfully appeal in writing to the academic services department for continued enrollment under the program.
9. While in the Forward Scholarship program, a student will remain in a non-degree seeking status, will not be considered a regular student and will not be eligible to participate in financial aid.

## HIGH SCHOOL ADVANTAGE

For students who are current year attending high school juniors or graduating high school seniors. A high school student who applies for admission to Globe University/Minnesota School of Business will have the opportunity to get a jump start on a college career. A high school junior or senior enrolled in an associate or bachelor's degree program is eligible for the High School Advantage Scholarship to help cover the costs of tuition for one course up to \$1940 and may be used for up to seven terms, while meeting all other eligibility requirements.

**Award Amount:** \$1940 per quarter

## Eligibility and Award Guidelines

1. An eligible applicant must be a current year attending high school junior or graduating high school senior. Graduating high school senior is defined as either: (a) actively attending in their senior year, or (b) attended and graduated within the current or most recently completed school year. For instance, an applicant who is a high school senior in fall 2014 has eligibility for the High School Advantage Scholarship through summer 2015 for a total of four terms. A high school junior in fall 2014 has eligibility for High School Advantage Scholarship through summer 2016 for a total

not to exceed 7 terms.

2. The student must be enrolled in an associate or bachelor's degree program.
3. An applicant must satisfy the Admissions Standards as outlined in the student catalog prior to beginning the High School Scholarship program.
4. A signed high school principal acknowledgement (provided by the admissions department) is required for juniors indicating agreement from the eligible applicant's high school they attend to accept credits earned at Globe University/Minnesota School of Business to be applied as dual credits toward the eligible applicant's high school credits earned and is required to be on record until they enter their senior year.
5. The student must have a high school cumulative grade point average of 2.5.
6. The student must have a signed GPA verification form (provided by the admissions department) showing the student's aptitude for succeeding in college-level coursework.
7. Only courses required in the student's program of enrollment will be eligible for the scholarship.
8. The student will be responsible for any additional costs of course resources and/or applicable fees associated with the specific course that the scholarship award does not cover.
9. The scholarship will only be applied up to \$1940 per quarter and cannot be used to cover costs outside the tuition. It cannot be used to create a stipend for the student.
10. The student must begin attending GU/MSB as a degree-seeking student in the summer or fall quarter immediately following the student's senior year. A student who graduates from high school in the spring and begins classes toward their degree-seeking enrollment in the summer quarter immediately following graduation may use the scholarship during that quarter if the seven term maximum has not been met. A student graduating early in the senior year that chooses to start classes in winter or spring can also take advantage of the scholarship program through summer quarter immediately following the student's senior year provided the seven term maximum has not been met. A student taking advantage of the early entrance start date will receive the scholarship during that quarter provided the student carries a minimum of 12 quarter-hour credits and maintains satisfactory academic progress.
11. A student who enlisted in the National Guard or Reserve Military service will be allowed to start classes upon return from their Initial Active Duty for Training (basic/job training). Student must provide proof of upcoming military service and DD214 upon return from military training. A student who attends a religious mission is allowed to start classes the first quarter following his/her return. Prior to leaving on the mission, the student must provide a verification letter from the religious institution indicating the start and end dates of the mission.
12. A student who withdraws or fails a course while enrolled under the High School Advantage program must successfully appeal in writing to the academic services department for continued enrollment under the program.
13. While in the High School Advantage program, a student will remain in a non-degree seeking status, will not be considered a degree-seeking student and will not be eligible to participate in financial aid.

### PRESIDENT'S SCHOLARSHIP

For students who are graduating high school seniors.

A student who applies for admission to Globe University/Minnesota School of Business by April 1 of the student's senior year of high school and who meets applicable scholarship eligibility guidelines will be awarded a President's Scholarship in the amounts described below. This scholarship is available for associate and bachelor's degree programs.

Application Deadline	High School GPA Requirement/ Scholarship Amount		
	4.0	3.0-3.9	2.0-2.9
January 1	\$5,000	\$4,000	\$3,000
February 1	\$4,000	\$3,000	\$2,000
March 1	\$3,000	\$2,000	\$1,000
April 1	\$2,000	\$1,000	-no award-

#### Eligibility Guidelines

1. Applicant must be enrolled in an associate or bachelor's degree program prior to April 1 of his or her senior year to be eligible.
2. Eligible applicants must be current year graduating high school seniors with a minimum cumulative GPA of 2.0.
3. A recipient will be notified of the award in writing once the student's official high school transcript is received.
4. Award amounts are designated for tuition only and are divided in ¼ increments.
5. All funds are paid directly to the college.
6. The student must begin attending GU/MSB by the fall quarter immediately following the student's senior year. A student who enlisted in the National Guard or Reserve Military service will be allowed to start classes upon return from their Initial Active Duty for Training (basic/job training). Student must provide proof of upcoming military service and DD214 upon return from military training. A student who attends a religious mission is allowed to start classes the first quarter following his/her return. Prior to leaving on the mission, the student must provide a verification letter from the religious institution indicating the start and end dates of the mission.
7. The student must carry a minimum of twelve credits to be eligible for the quarter and maintain satisfactory academic progress or the award is forfeited from the time the student fails to do so.
8. The award is forfeited if attendance is discontinued or interrupted.
9. Students lose eligibility if their enrollment application is cancelled, either by the student or the college. Eligibility may be re-established if the student re-applies for enrollment and begins classes by fall quarter immediately following their high school graduation.

GENERAL INFORMATION

**UNITE FOR SUCCESS SCHOLARSHIP**

For St. Cloud Area Graduating Seniors

Globe University/Minnesota School Business has partnered with the St. Cloud Chamber of Commerce to make available 40 scholarship awards of \$1,000 each to St. Cloud area graduating seniors. The scholarships are awarded in recognition of the students' volunteerism and/or community service activities.

Two \$1,000 scholarships per school, per year are available to graduates of each of the following St. Cloud area high schools:

Albany Area	Melrose
Apollo	Mora
Atwater-Cosmos-Grove City (ACGC)	New London-Spicer
Becker	Paynesville Area
Cathedral	ROCORI
Eden Valley-Watkins	Royalton
Foley	St. Cloud Technical
Holdingford	Sartell
Little Falls Community	Sauk Centre
Long Prairie-Grey Eagle	Sauk Rapids-Rice

**Eligibility Guidelines**

- Scholarship application deadline: July 1 immediately following the student's date of graduation and can be submitted to any GU/MSB campus.
- Applicants must be current-year graduating seniors.
- Applicants must submit a one page, typewritten paper describing their own volunteerism and/or community service activities. Applications must be submitted to the financial aid office.
- Applicants must have achieved a high school GPA of 2.0 or higher (please submit an unofficial transcript with the application).
- Award recipients must begin attending GU/MSB in the early fall or fall quarter immediately following the recipient's senior year of high school. Award recipients who enlist in the National Guard or Reserve Military service will be allowed to start classes upon return from their Initial Active Duty for Training (basic/job training). Award recipients must provide proof of upcoming military service and DD214 upon return from military training.
- Students must be enrolled in a diploma or degree program at any GU/MSB campus.
- Students must be enrolled in a minimum of twelve credits per quarter and maintain satisfactory academic progress or the award is forfeited from that point forward.
- Awards are forfeited if attendance is discontinued or interrupted.

**Additional Information**

- Award amounts are designated for tuition only at any GU/MSB campus and are divided into ¼ increments, unless the student is enrolled in a three-quarter program and then will be awarded in 1/3 increments.

10. All funds are paid directly to the college.

11. Award recipients will be notified in writing once an official high school transcript documenting graduation and minimum GPA requirements is received by GU/MSB. Applicants should contact their high school administrative office and request that an official transcript be forwarded to the Globe University or Minnesota School of Business campus.

**MILITARY ACTIVE DUTY/RETIRED SCHOLARSHIP**

Globe University/Minnesota School of Business offers a scholarship designed to reward students for their military service to our country. Active duty and retired service members of the United States Army, Navy, Air Force, Marines, Coast Guard and Drilling Reserve/National Guard are eligible for the scholarship. Additionally, the qualified student will receive a credit to his or her account of the application fee during the first term of attendance. This scholarship cannot be used in conjunction with, or in addition to, any other Globe University/Minnesota School of Business military scholarship. The scholarship is effective the date the application is completed and is not retroactive. Students will be responsible for costs including books, supplies and fees associated with the program or classes enrolled.

**Award Amounts:**

12+ credits: \$1680

9-11 credits: \$1485

6-8 credits: \$870

**Eligibility Guidelines**

- Students must provide a copy of their military ID card.
- Students must be enrolled in a diploma, associate or bachelor degree program.
- The effective date of the scholarship for active duty service members is 4/6/2009, and for retired service members is 1/3/2011. The scholarship is not retroactive.
- Award amounts are designated for tuition only, with the exception of the application fee, and will be applied after the add/drop period.
- Students must maintain satisfactory academic progress or they will lose eligibility for the scholarship.
- Student must be enrolled in at least 6 credits to be eligible.

Applications are available at <http://www.globeuniversity.edu> or <http://www.msbcollge.edu>. The academic services department will evaluate credit for military education or occupational courses taken while in the military for credit applied toward a GU/MSB program. The evaluation will follow recommendations from the American Council on Education (ACE) on transferring college credit for military training and occupational experience.

## MILITARY ACTIVE DUTY FOR SPOUSES AND DEPENDENTS

Globe University/Minnesota School of Business offers a scholarship designed to reward spouses/domestic partners and dependents, who maintain a full-time credit load, of active duty and retired service members of the United States Army, Navy, Air Force, Marines, Coast Guard and Drilling Reserve/National Guard. Additionally, the qualified student will receive a credit to his or her account of the application fee during the first term of attendance. This scholarship cannot be used in conjunction with, or in addition to, any other Broadview University military scholarship. The scholarship is effective the date the application is completed and is not retroactive. Students will be responsible for costs including books, supplies and fees associated with the program or classes enrolled.

### Award Amount:

\$1200

### Eligibility Guidelines

1. Students must provide a copy of their military ID card.\*
2. Students must be enrolled in a diploma, associate or bachelor degree program.
3. Student must be enrolled in at least 12 credits to be eligible.
4. The effective date of the scholarship for active duty service members is 4/6/2009, and for retired service members is 1/3/2011. The scholarship is not retroactive.
5. Award amounts are designated for tuition only, with the exception of the application fee, and will be applied after the add/drop period.
6. Students must maintain satisfactory academic progress or they will lose eligibility for the scholarship.
7. This scholarship is not appealable; students who fall below 12 credits are encouraged to apply for the Military Advantage Scholarship.

\*Spouse/domestic partner or dependents must provide a copy of military ID card for active duty, reserve, and National Guard or retired, dependent ID card, marriage license, birth certificate or federal tax form to show proof of dependent status. A student can only receive the Military Active Duty/Retired Scholarship as a dependent of the qualifying military personnel if the student is considered a dependent of that person based on the U.S. Department of Education's Title IV determination of the dependency status. Applications are available at <http://www.broadviewuniversity.edu>. The academic services department will evaluate credit for military education or occupational courses taken while in the military for credit applied toward a GU/MSB program. The evaluation will follow recommendations from the American Council on Education (ACE) on transferring college credit for military training and occupational experience.

## MILITARY ADVANTAGE SCHOLARSHIP

Globe University/Minnesota School of Business offers a military advantage scholarship for qualified military personnel who are registered at part-time or more, 6 credits in an undergraduate program or 3 credits in a Master's program, and making satisfactory academic progress. We also provide the discount to military personnel's spouse and dependents that are registered for full-time, minimum of 12 credits in an undergraduate program or 6 credits in a Master's program, and making satisfactory academic progress. If an undergraduate student falls below the credit requirement, the awarded will be forfeited at that time. The credit minimum requirement is only appealable for 3+ credits, assuming student meets appeal requirements and is approved by the campus.

This scholarship cannot be used in conjunction with or in addition to any other military scholarship the institution offers. Scholarship is effective the date the application is completed and is not retroactive. The Military Advantage Scholarship supplements any additional military education benefits (i.e., GI Bill/College Fund) as well as other grants and loan programs available to students. The award will be applied as a credit to tuition on the receiving student's account.

### Award Amount:

\$480

United States Military personnel in the following classifications\* are eligible for the Military Advantage Scholarship each quarter:

- » Veterans honorably discharged
- » Active Duty and Active Reserve/National Guard and their spouse/dependents enrolled in Nursing and graduate degree programs
- » Spouse/dependents of spouse/domestic partner or dependents of veterans

\*Documentation with DD214 is required for veterans unless they are currently receiving funds from a Federal Veteran's Education Program with the school. These programs include, Chapter 33-Post 9/11 Bill, Chapter 30-Montgomery GI-Bill, Chapter 31- Vocational Rehabilitation, 1606-REAP, 1607-Selected Reserve, VEAP, and Federal Tuition Assistance. Spouse/domestic partner or dependents must provide copy of military ID card for active duty, reserve and National Guard, dependent ID card, marriage license, birth certificate or federal tax form to show proof of dependent status. A student can only receive the Military Advantage Scholarship as a dependent of the qualifying military personnel if the student is considered a dependent of that person based on the U.S. Department of Education's Title IV determination of the dependency status.

Applications are available at <http://www.globeuniversity.edu/> or <http://www.msbccollege.edu/>.

The academic services department will evaluate credit for military education or occupational courses taken while in the military for credit applied toward a GU/MSB program. The evaluation will follow recommendations from the American Council on Education (ACE) on transferring college credit for military training and occupational experience.

## PURPLE HEART SCHOLARSHIP

Globe University/Minnesota School of Business is proud of our country's heroes who have given so much so that we may enjoy our freedom. In recognition of their selfless sacrifices, we offer the Purple Heart Scholarship to service members and veterans who were wounded in the Gulf Wars: Operation Desert Storm, Operation Enduring Freedom and Operation Iraqi Freedom. Spouse/domestic partner or dependents of service members killed in action during these conflicts are also eligible for this scholarship. The scholarship cannot be used in conjunction, with or in addition to, any other institutional scholarship. Scholarship is effective the date the application is completed and is not retroactive.

## GENERAL INFORMATION

A student approved for this scholarship will be awarded an amount to cover all remaining tuition and fees once elected federal and state financial aid, military aid, and Veterans Affairs benefits have been deducted from the total amount. To determine aid eligibility, a student must fill out a FAFSA to receive this award. Students must be registered for 12 credits or more to be eligible for the quarter or the award will be forfeited from the point that the student falls below 12 credits. Graduate students must be registered for at least 6 graduate credits to be eligible for the quarter.

Please provide a copy of your DD214 and/or orders of being awarded the Purple Heart. If a dependent, please provide your military ID card.

Application materials must be submitted to the financial aid office.

Applications are available at <http://www.globeuniversity.edu/> or <http://www.msbcollege.edu/>.

### BUSINESS ALLIANCE SCHOLARSHIP

Globe University/Minnesota School of Business realizes the important role the business community plays in a successful economy and the global competitiveness that is critical to the growth of our workforce. Partnerships that promote visions for improving the workforce and thereby improve the economy are integral to GU/MSB's mission. In order to form strong partnerships for building a globally competitive workforce, GU/MSB offers the Business Alliance Scholarship. Eligible students are currently employed by businesses that have taken the necessary steps to become approved GU/MSB Business Alliance partners and who are enrolled in a GU/MSB degree program.

#### Scholarship Recipient Criteria

A student currently employed by an approved Business Alliance partner will be required to show proof of employment at the time of enrollment and each academic year thereafter.

Application materials must be submitted to the financial aid office.

#### Awards:

- » 1 to 4 credits - \$200 per quarter
- » 5 to 8 credits - \$375 per quarter
- » 9 to 15 credits - \$500 per quarter
- » 16 credits and above - \$625 per quarter.

### BUSINESS MANAGEMENT EMPHASIS SALON AND SPA SCHOLARSHIP

For Minnesota School of Cosmetology Graduates

Globe University/Minnesota School of Business offers a scholarship to students in the Bachelor of Business Management degree program with an emphasis in Salon and Spa. The scholarship is designed to help students that possess a Cosmetology diploma/license obtain a bachelor degree. A graduate from Minnesota School of Cosmetology (MSC) who has fulfilled the following requirements will qualify for the following scholarship award.

#### Award Amount

\$2,000

#### Eligibility Guidelines

1. The student must possess a current cosmetology license.
2. Eligible students must have graduated from MSC with an overall grade of 95 percent or higher.
3. Eligible students must have graduated from MSC with an attendance record of 95 percent or higher.
4. Eligible graduates must have their MSC tuition paid in full and have signed off with financial aid.
5. Eligible applicants must have graduated from MSC within the allotted maximum completion time frame.
6. Award amounts are designated for tuition for the GU/MSB Business Management Salon and Spa emphasis degree program only and will be paid directly to the college.
7. The student must maintain a schedule of at least 12 credits to be eligible for the quarter and must maintain satisfactory academic progress or the student will lose eligibility.
8. The award is forfeited if attendance is discontinued or interrupted.

Award amounts are designated for Bachelor of Business Management degree program with an emphasis in Salon and Spa charges only and are divided in ¼ increments, unless the student completes the program in less than four terms of enrollment, in which case the amount will be divided by the number of terms the student is enrolled.

The student's eligibility for the scholarship will be reviewed and approved by the dean of education/students and campus director.

### COMMUNITY SERVICE SCHOLARSHIP

To reward students for community service and continued enrollment, each Globe University/Minnesota School of Business location offers two community service scholarships per quarter to qualifying applicants. The scholarships provide tuition assistance to selected students based on the following criteria.

#### Award Amount

\$2,000 maximum annually

#### Eligibility and Award Guidelines

An applicant must:

1. Be enrolled in a diploma, associate or bachelor's degree program.
2. Be a continuing student by having completed at least one term at Globe University/Minnesota School of Business.
3. Not be in arrears with financial aid or have an outstanding balance with Globe University/Minnesota School of Business.
4. Maintain a GPA of 3.0 or higher.
5. Meet and maintain a 90 percent attendance ratio of required contact hours.
6. Be enrolled in a minimum of 12 credits to be eligible for the quarter.
7. Provide, as a scholarship application, a minimum of a one-half page written summary of community service activity performed within the prior three months.

8. Agree to let Globe University/Minnesota School of Business promote the student's community service involvement.

Also:

9. Awarded in \$500 increments, for up to 4 consecutive quarters.
10. The award will be forfeited if attendance is discontinued or interrupted.
11. A student will receive a maximum of one community service scholarship per year, a year is defined as 12 consecutive months from beginning of term first awarded.
12. Award amounts are designated for tuition only.

### Selection Criteria

A Globe University/Minnesota School of Business scholarship committee will select scholarship recipients based on:

1. The applicants meeting all eligibility guidelines.
2. The applicants performing community service activities that benefit the community and support education.
3. Date of application: Applications received by the end of week eight of a quarter will be considered for the scholarship beginning the following quarter. Application materials must be submitted to the financial aid office.

### COOPERATIVE TRAINING SCHOLARSHIP

Globe University/Minnesota School of Business partners with local businesses to face workforce challenges head-on with customized cooperative training partnerships. The partnerships combine career-focused education and paid on-the-job training to match employers with the skilled workforce required for specialized positions, while offering a comprehensive education for the student.

### Scholarship Recipient Criteria

Students employed by partnering businesses will have the opportunity to earn a Cooperative Training Scholarship. The details of each Cooperative Training program vary depending on the needs of the partnering business and the industries they represent.

### Awards

An approved scholarship ranging from \$500 to \$1,000 will be awarded towards quarterly tuition for a student employed by a GU/MSB cooperative training partner. Questions regarding scholarship eligibility and the disbursement of the award should be directed to the financial aid office at GU/MSB.

### DOCTOR OF BUSINESS ADMINISTRATION (DBA) GU/MSB ALUMNI ADVANTAGE SCHOLARSHIP

Globe Education Network (GEN) wants to encourage and reward students who have graduated with a Master of Business Administration Degree from Globe University/Minnesota School of Business and offers a merit-based scholarship to assist in funding educational expenses while pursuing the Doctor of Business Administration (DBA).

### Award Amount

- » High Honors Level Award: Full-tuition for two doctoral-level courses, awarded for one course in the first quarter and one course in the second quarter of enrollment in the DBA program.
- » Honors Level Award: Full-tuition for one doctoral-level course, awarded for one course in the first quarter of enrollment in the DBA program.

### Eligibility and Award Guidelines

1. Scholarship applicants must be GU/MSB MBA graduates, who earned their MBA degree within 10 years of applying for the scholarship. Alumni who earned an MBA through the GEN employee-benefit program are ineligible.
2. An eligible student must meet all admission requirements and have been accepted into the program.
3. Continuous enrollment as a full-time student in the DBA program at the Globe University-Minneapolis campus is required to maintain eligibility for the award.
4. Eligible graduates must have all prior tuition and fees paid in full to be eligible to receive the scholarship.
5. No other GEN scholarship may be awarded during the receipt of the DBA Alumni Advantage Scholarship (the first two quarters for the High Honors award and the first quarter for the Honors award).
6. To apply for the scholarship, students must submit a completed application to the office of Financial Aid at the Globe University, Minneapolis Campus for review and approval by the scholarship committee. A complete application includes:
  - » A completed and signed application form
  - » A letter of recommendation from an academic or workplace reference
  - » A 500-word essay, written by the applicant, stating how the DBA will enhance their professional goals

Awards will be applied as follows:

- » A student earning High Honors (4.0 Cumulative Grade Point Average) in the Master of Business Administration program and Perfect Attendance for all quarters during the program of study will be awarded the High Honors level award.
- » A student earning Honors (3.5 – 3.99 Cumulative Grade Point Average) in the Master of Business Administration program and Perfect Attendance for all quarters during the program of study will be awarded the Honors level award.

### DREAM ACT SCHOLARSHIP

#### Awards

Each GU/MSB campus will award one new scholarship per academic year equal to 50 percent of the recipient's total program cost.

#### Eligibility Guidelines

1. The applicant must be an undocumented student who is a graduate of an Idaho, Minnesota, South Dakota, Utah or Wisconsin high school and is, or can be, classified by the United States government as undocumented.\*
2. The student must have resided in Idaho, Minnesota, South Dakota, Utah or Wisconsin and attended an Idaho, Minnesota, South Dakota, Utah or Wisconsin high school for at least two years.
3. The student must have a cumulative high school GPA of 2.0 or higher and provide a copy of his or her high school transcript.
4. The student must begin classes no later than the fall quarter following his or her senior year.
5. The student must carry a minimum of twelve credits to be eligible for the quarter and maintain satisfactory academic progress or the student will lose eligibility.
6. Awards will be disbursed each quarter and are paid directly to the college.

## GENERAL INFORMATION

- The student must complete the scholarship application, including a brief statement describing the importance of a degree to the student's career success.
- The award will be forfeited if attendance is discontinued or interrupted.

\*Please contact the student financial aid office for further details on the undocumented classification.

Scholarship must be awarded each year prior to the fall quarter for applicant to receive scholarship.

Applications are available at <http://www.globeuniversity.edu/> or <http://www.msbcollge.edu/>.

### USER EXPERIENCE SCHOLARSHIP

Globe University/Minnesota School of Business has created a scholarship to help full-time students fund the cost of an iPad®, in order to effectively utilize digital learning resources.

#### Award Amount:

\$600 lifetime maximum per student

#### Eligibility and Award Guidelines:

- Applicants must be enrolled in a Diploma, Certificate, Associate, Bachelor, or Master's degree program.
- Students in an undergraduate program must take 12 or more credits in order to be awarded the full scholarship.
- Students in a Master's degree program must take 7 or more credits in order to be awarded the full scholarship.
- Student must maintain satisfactory academic progress and full-time status or the award will be forfeited from the point the student fails to do so.
- Student must not be in arrears with financial aid and may not have a balance owed to Globe University/Minnesota School of Business.
- Funds will be awarded during week 2 of the academic quarter:
  - » \$300 will be credited during the first quarter of eligibility;
  - » \$300 will be credited during the second quarter of eligibility.
- The scholarship will be completely refunded if the student withdraws completely from the college during the term it is applied. This means that a student who fully withdraws will have the scholarship eliminated from their ledger, which may result in the student owing additional funds to the college.
- The school will award the scholarship in the first two terms the student is active. If the student is ineligible during either term, it will be the student's responsibility to request the scholarship in any subsequent term they meet eligibility requirements. This request should be submitted to their Financial Aid Department.

### FIRST SCHOLARSHIP

In support of the "FIRST" Mission, NTI School of Technology/Globe University awards two (2) non-renewable scholarships in the amount of \$2000 each, for the 2013-2014 academic year to high school Seniors who have participated on a "FIRST" team. The scholarship may be utilized for undergraduate coursework in both the Architectural and Engineering Drafting and Design programs.

### Eligibility Requirements

An eligible applicant must:

- Be a currently-attending, active Senior in high school
- Have participated on a "FIRST" Robotics Competition Team (FRC) or a "FIRST" Tech Challenge team (FTC)
- Apply and be admitted to NTI School of Technology/Globe University as an undergraduate student enrolled in an Architectural or Engineering Drafting and Design program. (Scholarship eligibility does not require an applicant to be enrolled before they apply for the "FIRST" scholarship).
- The student must carry a minimum of twelve credits to be eligible for each quarterly disbursement and maintain satisfactory academic progress or the award will be forfeited from the time the student fails to do so.
- Award amounts are designated for tuition only and are divided in  $\frac{1}{4}$  increments.
- All funds are paid directly to the college.
- Have a High School cumulative GPA of 3.5 or higher (on a scale of 4.0)
- Have intentions of pursuing the field of Architectural or Engineering Drafting and Design
- The award will be forfeited if attendance is discontinued or interrupted.
- Complete a Personal Information Session with an Admissions Representative

### Application Procedures

Completed FIRST Scholarship applications must be received by GU/MSB on or before January 1 to be considered for the subsequent spring GU/MSB term of that year and July 1 to be considered for the subsequent fall GU/MSB term of that year. Applications must include:

- A completed application form
- A 500-word essay regarding how the "FIRST" experience has affected the student's career goals and how it will help the student be a leader in the NTI School of Technology/Globe University learning community.
- A letter of recommendation from an adult mentor/coach on your "FIRST" team is required as part of the application submission.
- A current unofficial transcript for the attending high school must be on file.

### GEN MATCHING SCHOLARSHIP

Globe Education Network (GEN) wants to encourage and reward students for finding outside scholarships and grants to help fund their educational expenses. Outside scholarships help reduce future indebtedness. Therefore, GEN has established a matching scholarship for outside scholarships and grants.

#### Award Amount

\$1,000 maximum annually

**Eligibility and Award Guidelines**

1. There is no deadline.
2. Anytime a student secures an eligible scholarship or grant and funds are applied to the student's account, GEN will match it. GEN will match multiple scholarships and grants in one year, but the total amount of the GEN Matching Scholarship will not exceed \$1,000 in one year. This match may require an adjustment to the student's financial aid package. If an adjustment must take place, loans will be reduced first.
3. If the outside scholarship is incremental the GEN Matching will also be incremental. For example, if the outside scholarship covers two quarters the GEN Matching will be disbursed evenly into the same two quarters.
4. No essay or application will be required. The GEN Matching Scholarship will simply match any outside eligible scholarships that the student can secure. The financial aid office at the student's home campus will automatically match the outside scholarships. If the student thinks a scholarship should have been matched but was not, the student should contact the financial aid office.
5. This GEN Matching Scholarship will be recurring as long as the outside scholarship is recurring or until the \$1,000 match has been reached each year.
6. The scholarship will be completely refunded if the student withdraws completely from college during the term it is applied. This means that a student who fully withdraws will have the scholarship eliminated from their ledger, which may result in the student owing additional funds to the college.
7. All funds will be paid directly to the college to cover educational expenses or will be used to reduce the student's loans.
8. A student will receive a maximum of \$1000 per year. A year is defined as 12 consecutive months from the beginning of the term the award is first disbursed in.
9. Students must be enrolled in a minimum of 12 credits to be eligible per quarter.
10. The GEN Matching Scholarship will not match federal funding, state funding, military funding, employer tuition reimbursement, or family payments or any Globe University/Minnesota School of Business, Broadview University, Minnesota School of Cosmetology or Institute of Production and Recording scholarship program.
11. Students must be enrolled in an approved GU/MSB program.

**GEN WORKFORCE SCHOLARSHIP**

For students receiving Workforce Center funding.

The GEN Workforce Scholarship assists students who are receiving benefits from a Workforce Center in order to obtain the necessary skills to qualify for employment in their field of study. The GEN Workforce Scholarship supplements any additional grants and loan programs available to the student but cannot be used in conjunction with any other institutional scholarship.

**Award Amount:**

\$480

**Eligibility Guidelines:**

1. Must be enrolled in a diploma, associate, or bachelor degree program.
2. Must be meeting Satisfactory Academic Progress.
3. Must be enrolled in a minimum of 12 credits per term.
4. Awards are forfeited if attendance is discontinued or interrupted.
5. Award amounts are designated for help with tuition only. Students are responsible for books, supplies, and fees associated with their program.
6. The applicant must show proof of approved funding from an area Workforce Center for attendance at the GU/MSB Campus.

**HARTFORD DEGREE DEVELOPMENT SCHOLARSHIP**

Globe University and Minnesota School of Business partner with employers who are dedicated to the continued development and growth of our country's workforce. The Hartford, a Minnesota-based community partner, is committed to encouraging employees to enroll and participate in degree programs that support their development needs for a successful career at The Hartford. Eligible students that are currently employed by The Hartford may receive a scholarship to reduce their tuition expense.

**Scholarship Recipient Criteria**

A student currently employed by The Hartford must meet the following criteria for eligibility for the Hartford Degree Development Scholarship:

1. Provide a personal goal statement (one to two pages typewritten) stating the applicant's background, interests, aspirations and how the student will use his or her education to improve the workforce.
2. Provide a company badge showing valid proof of employment or a screen print from The Hartford's reimbursement system showing the employee's acceptance in the Hartford's Degree Development Program. Employment verification must be submitted prior to the start of each quarter in order to receive the scholarship.

Application materials must be submitted to the financial aid office prior to beginning classes.

**Business Partnership Criteria**

The Hartford has established eligibility for this partnership program by meeting the following criteria:

- » Provides a link on The Hartford's internal company portal (iConnect) to advertise the school and programs
- » Established onsite access for an Annual Educational Expo

**Awards**

An approved scholarship will be awarded for 25 percent off quarterly tuition, for a student accepted into an associate, bachelor's or master's degree program. Questions regarding scholarship eligibility and the disbursement of the award should be directed to the financial aid office at GU/MSB.

## GENERAL INFORMATION

### MEDICAL ASSISTANT CERTIFICATION SCHOLARSHIP

Globe University/Minnesota School of Business realizes the important role the business community plays in a successful economy and the global competitiveness that is critical to the growth of our workforce. Partnerships that promote visions for improving the workforce and thereby improve the economy are integral to GU/MSB's mission. Globe University/Minnesota School of Business offers a scholarship to reward those who are committed to serve their communities through work as a Medical Assistant. Eligible students are currently employed as a Medical Assistant, but not yet certified.

The scholarship applies to those who are interested in taking MA286 CMA Review with the intent of sitting for and passing the AAMA Certification Exam. Successfully completing MA286 CMA Review is not a guarantee that the scholarship recipient will pass the AAMA Certification Exam. Recipients eligible for the scholarship will receive a reduced tuition rate in the amount equal to \$300 per quarter-hour credit. The scholarship cannot be used in conjunction with or in addition to any other scholarship the institution offers. The scholarship is effective the date the application is completed and is not retroactive.

#### Eligibility Guidelines

1. The applicant must provide evidence of current employment as a Medical Assistant.
2. The applicant must provide evidence of having graduated from an ABHES or CAAHEP Accredited Medical Assisting Program.
3. The applicant must provide a statement from their supervisor or manager that defines the reasons the employee should be considered for the Medical Assistant Certification scholarship.
4. The applicant will be responsible for the cost of books, fees and tuition associated with the course.
5. Once enrolled, the applicant must achieve at least 70% in the course or will lose eligibility for the scholarship.
6. The scholarship is forfeited if attendance is discontinued.
7. While in the Medical Assistant Certification Scholarship program, the student will remain in a non-degree seeking status, will not be considered a regular student and will not be eligible to participate in financial aid.
8. Once enrolled, the student will be required to wear scrubs during the entire class time and follow all policies and procedures of the Medical Assisting Program.

### PEACE/POLICE OFFICER SCHOLARSHIP

Globe University/Minnesota School of Business offers a scholarship to reward students for their commitment to serve their communities through work as peace/police officers. The scholarship is effective the date the application is completed and is not retroactive. The scholarship cannot be used in conjunction with or in addition to any other scholarship the institution offers, with the exception of the GEN Matching, User Experience and Professional Certification scholarships.

#### Award Amounts:

- 12+ credits: \$1080
- 9-11 credits: \$1440
- 6-8 credits: \$960
- 3-5 credits: \$640

#### Eligibility Guidelines

1. The applicant must be POST Board Certified or equivalently trained.
2. The applicant must have passed the probationary period following employment as a peace/police officer
3. Award amounts are designated for tuition and books only and will be applied after the add/drop period.
4. The student must be enrolled in the Associate in Applied Science in Criminal Justice, Bachelor of Science Criminal Justice program or the Master of Science in Management degree with an emphasis in Criminal Justice.
5. Once enrolled, the student must maintain a minimum cumulative grade point average of 2.5 or will lose eligibility for the scholarship.
6. Students not working full-time as a Police or Peace Officer must be enrolled in a minimum of 12 credits to be eligible a per quarter.

Students will be responsible for costs including books, supplies, and fees associated with the program or classes enrolled.

**PROFESSIONAL CERTIFICATION SCHOLARSHIP**

Globe University/Minnesota School of Business encourages students to seek professional certifications in their fields. The school offers Professional Certification Scholarships that reimburse students for certification examination fees. The following chart lists qualifying programs, exams and courses, as well as maximum dollar values.

Relevant Program	Professional Exam	Qualifying Course	Maximum Value	Relevant Program	Professional Exam	Qualifying Course	Maximum Value
<b>BS Accounting</b>				<b>BS / AAS Information Technology (continued)</b>			
	Certified Management Accountant (CMA) – Part 1	AC450	\$350		The Foundation ITIL BH0-012 (ITIL Foundations 3.0 EXO-101)	IT330	\$299
<b>BS Forensic Accounting</b>					CompTIA Linux + Powered by LPI	IT335	\$185
	Certified Fraud Examiner (CFE)	AC460	\$350		Systems Security Certified Professional (SSCP)	IT425	\$300
<b>All Accounting Programs</b>					MOS: Microsoft SharePoint 2010 Exam 77-886: SharePoint 2010	WD334	\$160
	Other certifications as approved by the Accounting Chair and Academic Dean		\$300		Other certifications as approved by the IT Chair and Academic Dean		\$300
<b>AAS Architectural Drafting and Design</b>				<b>BS Nursing</b>			
	LEED Green Associate	AR155	\$200		National Council Licensure Examination for Registered Nurses (NCLEX)	RN314	\$320
<b>A.A.S. Engineering Drafting and Design</b>				<b>BS / AAS Paralegal</b>			
	Certified SolidWorks Professional (CSWP)	ED180 and successfully passed the Certified SolidWorks Associate exam.	\$200		NALA Advanced Paralegal Certification Exam (CLA – Certified Legal Assistant/ CP – Certified Paralegal)	LA399	\$300
<b>BS / AAS Health Fitness Specialist</b>					CORE Competency Exam/CORE Registered Paralegal (CRP)	LA399	\$215
	American College of Sports Medicine (ACSM) Certified Personal Trainer (CPT)	HS254	\$300	<b>BS / AAS Veterinary Technology</b>			
	National Strength and Conditioning Association (NSCA) Certified Personal Trainer (CPT)	HS254	\$300		Veterinary Technician National Examination (VTNE)	VT296	\$300
	National Academy of Sports Medicine (NASM) Certified Personal Trainer (CPT)	HS254	\$300		Other certifications as approved by the VT Chair and Academic Dean	VT296	\$300
	International Youth Conditioning Association (IYCA) Level 1	HS321 or HS322	\$300	<b>AAS / Diploma Massage Therapy</b>			
	National Exercise Trainers Association (NETA)	HS254	\$300		Massage and Bodywork Licensing Exam (MBLEx)	MS271	\$200
	American Council on Exercise (ACE)	HS254	\$300	<b>AAS / Diploma Medical Administrative Assistant</b>			
	Other certifications as approved by the HFS Chair and Academic Dean	HS254	\$300		Certified Professional Coder (CPC)	MA271 or MA272	\$350
<b>BS / AAS Information Technology</b>					Other certifications as approved by the MA/MAA Chair and Academic Dean	MA271 or MA272	\$300
	CompTIA Cloud Essentials Exam CLO-001	IT340	\$200	<b>AAS / Diploma Medical Assistant</b>			
	CompTIA A+ Exam 220-802	IT205	\$188		Certified Medical Assistant (CMA (AAMA))	MA285 or MA286	\$125
	CompTIA A+ Exam 220-801	IT155	\$188		American Registry of Radiologic Technologists (ARRT) Limited Scope of Practice in Radiography Exam	MA227	\$140
	CompTIA Network+ N10-005	NT242	\$269		Certified Professional Coder (CPC) Apprentice Status	MA271 or MA272	\$350
	CompTIA Security+ SY0-301	IT315	\$293	<b>Certificate of Mental Health Technician</b>			
	Microsoft – MCSA – Windows Server 2012 Active Directory Configuration, Exam 410	IT255	\$150		American Association of Psychiatric Technicians	PD350	Basic Level 1 \$139 Combined level 1 and level 2, 3, or 4 \$159
	Microsoft – MCSA – Windows Server 2012 Network Infrastructure Configuration, Exam 411	NT272	\$150	<b>BS Software Application Development</b>			
	Microsoft – MCSA – Windows Server 2012 Application Configuration, Exam 412	IT333	\$150		Foundations of Software Testing ISTQB Certification	SD330	\$250
	CCNA: Cisco Certified Network Associate (CND1 and CND2)	NT322 and NT362	\$295 each				
	Oracle Database 11g: SQL Fundamentals I, Exam 1Z0-051	DB211/DB311	\$125				
	Microsoft - MCSA - Administering Microsoft SQL Server 2012 Databases Exam 70-462	DB321	\$150				

## GENERAL INFORMATION

### Guidelines

1. The applicant must be:
  - A current student in good standing and enrolled in at least six quarter-hour credits.
  - Enrolled in the relevant program for the desired professional exam.
  - Currently enrolled in, or have successfully completed, the qualifying course for each professional exam as listed above. If a specific course and certification are not listed, the applicant must have approval from the campus program chair and academic dean.
2. Have a GPA of 3.0 or higher.
3. Students may apply multiple times for professional certification scholarships. However, a student may be awarded a professional certification scholarship only twice during his/her enrollment at a Globe Education Network member school.
4. Applications are due no earlier than the first day of the quarter and no later than Monday of the third week of the quarter.
5. Recipients will be notified in writing by the beginning of the sixth week of the quarter.
6. The professional certification exam must be taken within nine months of the date on the scholarship award letter.

### Selection Criteria

Scholarship recipients will be selected by a GU/MSB faculty committee based on:

1. Scholarship
2. A personal statement of career goals (500 words or less) that addresses the following:
  - Specific career goals
  - How the certification will enhance the student's career
  - How the student will use the experience and knowledge gained from GU/MSB in his/her career
  - Plans for continuing education
3. Faculty recommendation

### Payment

The scholarship covers the fees for taking each professional certification exam up to the maximum amount listed in the chart. Each student can receive only one Professional Certification Scholarship per certification type.

Scholarship recipients will receive reimbursement by an account balance adjustment for test fees upon submission of:

- » Payment verification for test fee, and
- » Confirmation of scheduled test date

Applications are available at <http://www.globeuniversity.edu/> or <http://www.msbcollege.edu/>.

### SENIOR CITIZENS

An individual aged 62 and over may take advantage of our Senior Citizen Scholarship that will be awarded up to \$1940 for a maximum of four quarters. This scholarship cannot be used to cover costs outside of tuition and fees. It cannot be used to create a stipend for the student. Students receiving this scholarship and taking individual classes will be considered to be in a non-degree seeking status and ineligible to participate in financial aid. Students receiving this scholarship while enrolled in a program will be considered to be degree-seeking and may participate in financial aid where eligibility requirements are met. All fees, books, and other charges will apply.

## INTERNATIONAL STUDENT INFORMATION

### ENROLLMENT

The institution is authorized under federal law to enroll non-immigrant alien students. Upon receipt of a student's enrollment application and appropriate fees, the school will immediately advise the student regarding acceptance.

If the applicant is accepted, the school will supply the necessary form to be presented to the American Consular Office at the time of an F-1 visa application. If an F-1 visa is denied, all monies will be refunded. The enrollment application should be forwarded to the school at least 90 days in advance of the selected starting date.

With the exception of a student enrolled in the graduate program or another program that requires curricular practical training (CPT), it is unlikely that immigration authorities will grant permission for an international student to hold a part-time job during the training period. Therefore, an international student should have sufficient funds available to cover both tuition and living costs. International applicants are required to meet all entrance requirements and may require campus director approval.

### FINANCIAL ASSISTANCE

Some international students may be eligible for Title IV student aid programs. A student must be one of the following to be eligible:

- » U.S. Citizen or national (American Samoa or Swain's Island)\*
- » Legal permanent resident of the United States
- » Eligible non-citizen in one of the following categories:
  - A conditional permanent resident with an I-551 C
  - A non-citizen with an I-94 stamped Refugee, Asylum Granted, Indefinite Parole, Humanitarian Parole, or Cuban-Haitian Entrant

\*The student must provide USCIS documents to the financial aid department.

A student who is not in one of the above categories must have one of the following documents from the United States Citizenship and Immigration Service (USCIS), an agency within the Department of Homeland Security (DHS):

- » I-94 Arrival-Departure Record with an appropriate endorsement
- » Official documentation that the student has been granted asylum in the United States
- » Other proof from USCIS that the student is in the United States for other than a temporary purpose

A student who is in one of those three categories should check with the financial aid administrator, who can advise the student of eligibility.

### INTERNATIONAL STUDENT DEPOSIT AND CANCELLATION POLICY

Upon acceptance to the school a \$200 tuition deposit fee is due. The \$200 non-refundable deposit is required for all international students unless they have permanent US residency. The deposit will be applied to the student's first quarter tuition (as described in the International Student Tuition section of this catalog). This deposit is refundable only if the student's visa application is denied.

### INTERNATIONAL STUDENT REFUND POLICY

When an international student withdraws or is terminated from the school at any time during his/her first quarter of attendance, the student's first quarter tuition will be retained in full by the school and will not be refunded. Beginning with an international student's second quarter of enrollment, when the international student withdraws or is terminated from school before completing 60 percent of the quarter, the amount charged for tuition and fees is prorated based on the percentage of the quarter completed by the student at the time of withdrawal or termination compared to the total length of the quarter. When an international student withdraws from or is terminated from school at or after 60 percent completion of the quarter, the student will be charged 100 percent of the quarter's tuition and fees. The percentage of the quarter completed by the international student is determined by the last date of attendance. Refunds of Title IV funding for any international student who is eligible for and receiving Title IV funds shall be calculated in the same manner as for non-international students, regardless of the quarter in which the international student is enrolled.

Refunds will be made within 30 days of the earlier of the student's written notification of withdrawal to the school or the date that the school determines that the student is no longer enrolled (after 14 consecutive calendar days of absence).

## TUITION AND FINANCIAL ASSISTANCE

### Undergraduate Tuition effective 7/1/13, Graduate and Nursing Tuition effective 7/1/12

#### FEES

Globe University/Minnesota School of Business requires a \$50 application fee for all programs other than Nursing, which requires a \$100 registration fee at the time of application.

For students with a diploma, associate degree, bachelor's degree or graduate degree from Globe University/Minnesota School of Business, Broadview University, Duluth Business University, Northwest Technical Institute or The Institute of Production and Recording who enrolls or re-enrolls at Globe University/Minnesota School of Business in a subsequent program, the application fee is waived for all programs except Nursing.

The international student application fee is \$50 for all programs. This fee will be waived for those international students who enroll through an agent approved by Globe University/Minnesota School of Business.

## TUITION

Tuition for a quarter is based on the number of credits for which the student is enrolled at the end of the drop period. Tuition and fees are subject to change.

### Undergraduate courses (except nursing specific RN courses, see below)

- » Students attending between and 12 and 16 credits will be charged a tuition rate of \$390 per credit.
- » Students attending between 1 and 11 credits will be charged a tuition rate of \$460 per credit.
- » Per the Tuition Cap benefit in the course catalog, all credits over 16 are free of tuition charges.
- » \*Course Fees: Fees vary from \$100 to \$650 per course.

### Nursing courses

- » Tuition Rate: \$550 per credit hour.
- » \*Course Fees: \$100 per course.

### Graduate courses (500-level and above) Tuition Rate

- » Tuition Rate: \$560 per credit hour.
- » \*Course Fees: \$100 per course.

\*Students may request a fee list to determine the appropriate lab/supply cost for their program.

### Other Tuition, Fees and Charges

- » Scheduled payments that are more than five business days past due are subject to an account hold which may limit the student's ability to register, receive a transcript, or print a schedule.. Students who fail to fulfill the financial arrangements agreed upon may be expelled from school and may re-enter only upon full payment of the delinquent portion of their account.
- » Students will be charged for overdue, lost or damaged library materials.
- » If a student repeats a course, he or she will be charged the tuition and fees in place at the time of the repeat.

When applicable, student charges will include the appropriate sales tax payable based upon statutory rates.

GU/MSB offers a monthly payment plan; see financial aid office for details.

A fee of \$30 will be charged for each returned check. A second returned check will result in the requirement that future payments be made by cash, credit card, or money order only.

## GENERAL INFORMATION

### TUITION CAP

Tuition is capped at 16 credits per quarter; credits above 16 are not charged. The tuition cap does not apply to students enrolled in graduate courses/ programs. Students are responsible for any books, supplies and fees. To determine the total tuition charges for a student with a course load in excess of 16 credits in a quarter, tuition is calculated as follows:

- First, for the number of credits at \$650/\$460 per quarter-hour credit.
- Then, the number of credits at \$390 per quarter-hour credit, up to a total of 16 credits.
- Then, tuition for any additional credits above the 16 credit cap will not be charged.

### INTERNATIONAL STUDENT TUITION

As of July 1, 2012, the international student tuition rate for all F-1 visa holders is \$560 per quarter-hour credit for students in undergraduate programs\* and \$595 per quarter-hour credit for students in graduate programs. As of January 1, 2014, the non-international student tuition rates apply for all international students who do not require an I-20 or hold an F-1 visa.

All international students making application to GU/MSB will be required to pay the first quarter tuition prior to starting classes. Students will be billed for books, fees and future tuition as incurred.

International students enrolled for certificate, diploma, associate or bachelor's degree programs must provide proof (bank statement) of access to funds in excess of one year's international tuition, books, fees and indirect educational expenses (\$34,461 U.S.). International students enrolled for graduate degree programs must provide proof (bank statement) of access to funds in excess of one academic year's international tuition and indirect living expenses (\$27,123 U.S.). For purposes of this calculation, an academic year is defined as nine months.

**International applicants and students should also carefully read the International Student Refund Policy and the International Student Deposit and Cancellation Policy sections of this catalog prior to applying to or withdrawing from the school.**

\*For all courses designated RN101 through RN499, the tuition rate is \$650 per quarter-hour credit.

### INDIRECT EDUCATIONAL EXPENSES

The estimated room and board expense for a student living at home is \$769 per month, with a transportation allowance of \$308 per month. The estimated room and board expense for a student living away from home is \$1,059 per month, with a transportation allowance of \$308 per month.

### FINANCIAL AID

Scholarships and other forms of financial aid are available for those who qualify. For further information on financial assistance, contact the financial aid office at the school. All financial aid awards will be disbursed directly to the student's account beginning the second week of each quarter.

Some business firms and organizations encourage employees to continue their education by paying part or all of their tuition and fees. Since there is considerable variation in this practice, it may be worthwhile for you to check with your employer.

The school is an eligible institution approved by the U.S. Department of Education for participation in the following programs:

- » Federal Pell Grant
- » Federal Supplemental Education Opportunity Grant (FSEOG)
- » Federal Direct Loan Program
- » Federal Direct Parent Loan for Undergraduate Students (PLUS)
- » Minnesota Grant Program (only at GU/MSB campuses located in Minnesota)

The school is an eligible institution approved by the Minnesota Office of Higher Education for participation in the following programs for Minnesota residents attending Minnesota institutions:

- » Minnesota State Grant
- » Minnesota Child Care Grant
- » Minnesota Indian Grant
- » Minnesota GI Bill
- » Student Education Loan Fund (SELF) also for non-residents attending Minnesota institutions and Minnesota residents attending other states.

Additional funds may be available through:

- » Division of Rehabilitation Services
- » Bureau of Indian Affairs (BIA)
- » U.S. Department of Veterans Affairs (VA)

Outside resources must be reported to the financial aid office. The financial aid office is not responsible for locating those funds.

### U.S. Department of Education School Codes

- » Globe University: 004642
- » Minnesota School of Business: 017145

Separate applications may be required.

**PRIMARY SOURCES OF FINANCIAL AID AND HOW TO APPLY**

Program	Type of Award	Amount Per Year	Application
<b>GIFT AID</b>			
FEDERAL PELL GRANT PROGRAM	Grant based on financial need. The student receives notification of eligibility with receipt of Student Aid Report (SAR), which must list the appropriate school code for determination of amount based on cost and credits.	\$626 - \$5,775	Free Application for Federal Student Aid (FAFSA) form
MINNESOTA GRANT PROGRAM	Grant is based on financial need. Applicant must be an undergraduate student with Minnesota residence. The student must submit FAFSA form with appropriate school code listed for determination of amount of the award, based on cost, credits, and legislative appropriations.	\$100 to \$8,071	FAFSA form and School Financial Form
FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (SEOG)	Grant is based on financial need and is awarded by the institution. Notification is made approximately four weeks after start date.	\$400 to \$2,400	FAFSA form
<b>LOANS</b>			
FEDERAL DIRECT LOAN/SUBSIDIZED AND UNSUBSIDIZED*	Long-term, low interest loan (current rate is 4.66% with graduate student loans at 6.21%*). Payment deferred until six months after student leaves school or attends less than half-time. Need-based calculation. See website for current updates to rates and benefits.	1st year up to \$5,500 2nd year up to \$6,500 3rd/4th year up to \$7,500	FAFSA form, Master Promissory Note, and Entrance Counseling
FEDERAL DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS)*	Long-term, low interest loan (current rate is 7.21% *) for parents of dependent undergraduates. See website for current updates to rates and benefits.	Up to cost of attendance less all other financial aid resources	FAFSA form and Federal PLUS Master Promissory Note processed through school and private lender
ALTERNATIVE LOAN PROGRAMS: SEE FINANCIAL AID OFFICE	Supplemental, variable interest rate loans are available. Deferment of principal and interest while in school at least half-time is available. The loan may be used for less than half-time attendance and does not require a co-signer if the borrower meets credit requirements. Alternative loans are privately funded. See website for details and updates to rates and benefits.	Up to tuition, fees, and book costs	Applications processed through the school
STUDENT ACCESS LOAN PROGRAM (StA)	StA is an institutional loan program with third-party servicing. The interest rate is 8%. StA loans require minimum monthly interest repayment of \$20 per month capped at \$110 per month while in school. Student must be enrolled and charged for 12 credits or more per quarter and student must have applied for and been denied a privately funded alternative student loan. The loan amount is calculated using maximum federal, state, private, and institutional financial aid eligibility, regardless of the amount received or borrowed. The student can borrow up to the direct cost of tuition and Fees. The disbursement must be matched with equal outside funding on account.  If loan payments are delinquent, future disbursements and academic transcripts will be placed on hold until delinquency is resolved. Early withdrawal will result in loss of disbursement eligibility for that quarter. If you qualify for this loan, awarded funds will be applied directly to your student account as a credit. No check or other cash monies will be given or refunded to you at any time.	\$100 minimum up to \$1,000 per quarter and a maximum of \$16,000 per lifetime.	Applications processed through the school. Students with previous institutional loans must consult with their financial aid manager to review their options. Borrowers with previous balance may exceed the maximum monthly payment requirements stated above.

Gift aid awarded annually based on the fiscal year dates of July 1 through June 30.

A student attending in more than one fiscal year period must reapply for financial aid assistance.

\*New borrower rates effective 7/1/14 – previous borrowers must see financial aid manager.

Financial aid is awarded and credited on a quarterly basis at Globe University/ Minnesota School of Business. A student interested in financial aid should schedule an appointment to meet with a financial aid manager at the campus of the student's choice.

## GENERAL INFORMATION

### GENERAL INFORMATION

#### CLASS CONTENT

The institution reserves the right to make changes to improve the quality or content of the programs of study offered.

#### CLASS SIZE

Class sizes vary depending on a number of factors; however, a laboratory course will not have more than 30 students and a lecture course will not have more than 50 students. Additionally, nursing laboratory courses are limited to no more than 12 students and nursing clinical courses are limited to no more than 10 students.

#### CLASS SCHEDULES

Day classes are scheduled between the hours of 7:45 a.m. and 5:30 p.m., Monday through Friday and (as required) Saturday.

Evening classes are scheduled between 5:00 p.m. and 11:00 p.m., Monday through Thursday, and (as required) Saturday.

Online courses are available 24 hours per day on the Internet at <http://connect.globeuniversity.edu/> or <http://connect.msbcollege.edu/>.

A student may register in a degree, diploma or certificate program or in individual subject areas.

Master of Science in Health Fitness Management program students must complete the required on-site lab hours within the quarter when the lab course is offered and in the specific program sequence. Failure to do so will result in a delay of up to one academic year or four quarters for taking future-sequenced courses and may result in having to complete the labs at a different location.

Nursing courses that include lab and clinical experiences will be scheduled Monday through Saturday, generally between the hours of 6:00 a.m. and 11:30 p.m. and occasionally between 11:00 p.m. and 7:30 a.m.

Nursing program policies do not excuse students from class or clinical experience due to employment schedules. Students are expected to commit to scheduled hours and courses.

Nursing program students must complete clinical hours within the quarter when the clinical course is offered and in the specific program course sequence.

Every effort is made to minimize conflicts between students' personal and employment requirements and class schedules. However, the institution has the right to schedule the students' class hours within the limitations of its facilities and overall enrollment.

#### COURSE CANCELLATION

The school reserves the right to cancel any class or program when enrollment is under fifteen students.

### CRIMINAL BACKGROUND CHECK

A student who is entering and completing a career program should be aware that future employers may elect, or be required, to do background investigations on prospective employees to determine if any criminal records exist. This most frequently occurs when a prospective employee will be involved in "direct contact services" with clients or residents. Background checks may also be required for internships, externships, and practicums.

Nursing students must be in compliance with Minnesota law regarding criminal background checks; GU/MSB will be responsible for obtaining criminal background checks according to Minnesota law. All students are required to be in compliance prior to acceptance and to have an annual background check done while in the program.

### DEFINITION OF A STUDENT

Under Minnesota State law, the word student means the student if the student is a party to the contract, or the student's parent, guardian or other person if the parent, guardian or other person is a party to the contract on behalf of the student.

### EXTERNSHIP/ INTERNSHIP/CLINICAL SITES

A site for a Nursing, Massage Therapy, Medical Assistant, Health Fitness Specialist, Digital Video, Paralegal, or Veterinary Technology externship or clinical is generally provided within a fifty mile radius of the student's home or home campus. A site outside of that radius may, depending on appropriateness and availability, be secured for the benefit of the student.

Students are required to attend a pre-externship meeting in the quarter prior to the externship. The externship coordinator will notify students of the time and location of this meeting.

All externships must be completed during the normal business hours of the externship site, regardless of whether the student normally attends day and/or evening courses.

A student who is terminated from an externship will receive an F for the course and must come before an appeals committee before being placed on an externship again. Students who receive an F and are not successful in their appeal will also have to repeat and repay for the course.

### GENERAL EDUCATION

Globe University/Minnesota School of Business integrates general education into all degree programs. The purpose is to engage and expose the student to the liberal arts disciplines, providing critical and analytical skills and intellectual knowledge that serve as a base for lifelong learning and allow the student to function as a well-informed global citizen.

An associate in applied science degree program requires the student to earn a minimum of 30 general education quarter-hour credits, including three or more quarter-hour credits in each of the following four disciplines: communications, humanities, natural science and mathematics, and social science.

## GENERAL INFORMATION

A bachelor's degree program requires the student to earn a minimum of 54 general education quarter-hour credits, including six or more quarter-hour credits in each of the following four disciplines: communications, humanities, natural science and mathematics, and social science.

A graduate degree program integrates general education topics throughout each program's curriculum.

The following are goals for each of the four general education disciplines:

### Communications

Students will become effective communicators who apply the principles of communication in reading, writing, speaking, and listening.

### Humanities

Students' knowledge of the human condition and human cultures will expand, especially in relation to behavior, ideas, and values expressed in works of human imagination and intellect.

### Natural Science and Mathematics

Students will gain improved understanding of natural science principles and the methods of scientific inquiry; learn the vocabulary of science and realize the importance of ongoing scientific inquiry as a basis for lifelong learning; and increase their knowledge and application of mathematical and logical modes of thinking.

### Social Science

Students will consider major ideas and historical events that shape society, including knowledge of the function of social, cultural, and political systems and the variability of human behavior.

## GRIEVANCE POLICY

Globe University/Minnesota School of Business has established the following policy and procedures to assist students with grievances:

1. A student is encouraged to make every attempt to resolve a grievance directly with the staff or faculty member involved.
2. If the student feels unable to resolve the difference in that way, the student may state the grievance to the department supervisor or the dean of education/students (the dean of faculty will be involved as appropriate). A student who experiences a conflict or problem with an online instructor, and cannot resolve the grievance directly with the online instructor, can state the grievance to the online learning coordinator, the online dean of education/students, or the campus dean of education/students.
3. An appeal or grievance not resolved to the student's satisfaction at that level may be submitted in writing to the campus director for resolution.
4. If a resolution is not reached at that level, the student may submit an appeal to school ownership at the following:

### Globe Education Network

8089 Globe Drive – Third Floor  
Woodbury, MN 55125  
Phone: 651-332-8000

The issue will be resolved promptly and equitably.

Concerns may also be addressed to: Accrediting Council for Independent Colleges and Schools, 750 First Street Northeast, Suite 980, Washington, D.C. 20002-4241, Phone: 202-336-6780, Fax: 202-842-2593.

Globe University/Minnesota School of Business students in Minnesota may address concerns to: Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227, Phone: 651-642-0567.

Globe University students in South Dakota may address concerns to: South Dakota Department of Education, 700 Governors Drive, Pierre, SD 57501, Phone: 605-773-3134.

Globe University students in Wisconsin may address concerns to: Educational Approval Board, 30 West Mifflin Street, Ninth Floor, P.O. Box 8696, Madison, WI 53708-8696, Phone: 608-266-1996, Fax: 608-264-8477 or email: eabmail@eab.state.wi.us.

## GUIDANCE

The school provides academic and financial guidance for students in need of these services.

## HEALTH AND SAFETY

Classrooms and laboratories comply with the requirements of the various federal, state, and local building codes and Board of Health and fire department regulations. In case of emergency, the school will obtain the services of medical professionals as required. However, Globe University/Minnesota School of Business does not provide health care or counseling services to its students.

## HEALTH INSURANCE

Participating Nursing, Medical Assistant and Veterinary Technology students are encouraged to carry their own health insurance coverage and are solely responsible for their own health care cost. The school does not provide health insurance coverage for its students and the school is not responsible for any medical expenses incurred by its students.

## INDEPENDENT STUDY

Under exceptional circumstances, a request to complete a required course through independent study may be granted. The method of course completion, including but not limited to, specific assignments, deadlines, and examination dates, will be under the supervision of a faculty member. Some courses may not be suitable for this format; graduate courses (500-level and above) are not offered in an independent study format. The circumstances under which independent study will be approved are very limited. A request must be approved by the dean of education/students and campus director and approval will be contingent on availability.

## LIMITATION OF LIABILITY

Liability for damages arising from a claim brought by the student against the institution shall be limited to the sum of money the student actually paid the institution for tuition, fees, and books and to any actual costs and disbursements (not including attorney's fees) awarded the student by an arbitrator.

GENERAL INFORMATION

**MODE OF INSTRUCTION**

Globe University/Minnesota School of Business utilizes Apple iPads® (Second Generation or beyond) as its chosen form of mobile device within its curriculum. All faculty and students are required to use the device within courses to enhance classroom discussion, assignments and use of resources. Within the course and addendum, faculty will appropriately notify students of specific assignment and use.

**NAME CHANGES**

A student whose name has changed must provide the registrar a Social Security card showing the new name. This is required before any official records can be updated. A copy of the card will be placed in the student's financial aid file.

**OFFICE HOURS**

Monday through Thursday: 7:30 a.m. – 10:00 p.m.  
 Friday: 7:30 a.m. – 4:00 p.m.  
 Saturday: 9:00 a.m. – 2:00 p.m.

**ONLINE EDUCATION**

Students enrolled at Globe University, Minnesota School of Business, Broadview University, Duluth Business University, the Institute of Production and Recording, and Minnesota School of Cosmetology have the option to earn credit for equivalent online courses and programs. Online courses are administered through a centralized, shared virtual learning environment, CampusConnect, and delivered by campuses that are approved for online delivery.

This mode of delivery offers flexibility and convenience for busy students. Students can access course material within broad time frames that accommodate their schedules. Assignments and activities are conducted through chat, email, discussion boards, webinars, and online tutorials. Courses are divided into units, with assignments and learning activities required each week (see Attendance Requirements section of this catalog). Some courses may offer scheduled meeting times for live lectures and office hours. A student should contact the academic services department with any education questions and contact the helpdesk with any technical issues including those involving CampusConnect.

In order to register for an online course, a student must, at a minimum, have consistent access to the Internet multiple times per week. Some online courses require certain software packages which can be purchased through the online bookstore. It is highly recommended that students have their own computer equipped with the system requirements in order to succeed in online courses:

Internet Connection	Broadband (cable or DSL) recommended, 56 Kbps minimum
Hardware	Pentium PC or better, or a Macintosh computer with Intel architecture. Audio capability is recommended including speakers and a microphone
Operating System	Microsoft Windows XP, Windows VISTA or Windows 7 and 8 Operating Systems (OS).  Macintosh computers must have a Windows OS installed or Mac OS X 10.6.
Software	Microsoft Office Professional 2007, 2010, or 2013, please know that Microsoft Office Professional 2013 is highly recommended and MS Works, WordPerfect and WordPad are not compatible with CampusConnect.  Additional software may be required depending on the class; however, any required software it is available for students to use via the Apps Tab within CampusConnect- no additional purchase is necessary.  Microsoft Office Professional 2013 is required for the following courses: CL131, CL256, BS350, DB211, and DB311  QuickTime is a recommended plug-in.  Additional important software add-ons are available on the BVU website.  We also recommend antivirus software. Firewall software and Norton Security software may cause issues when using CampusConnect. For more information, see our service desk link on computer protection at GU/MSB website.
Browser	Microsoft Windows Operating Systems: Chrome, Internet Explorer (IE9 and IE10) or Firefox (10+) are recommended,  Apple-MAC OS Operating Systems: Safari 5.0 or 4.0 and Firefox (3.6) and Chrome are recommended  There are compatibility issues with the AOL web browser.  Note – IE6, IE7 and E8, Firefox 1-3.5, 3.6, Safari ( 2.0 and 3X or any version on windows), and Java 5 are not supported by our online system.
Email Capabilities	An email account through the college email system is provided and required.
Internet/Computer Access	Students who do not own a computer must have consistent access multiple times per week to a computer that meets these minimum requirements.  In addition, the iPad™ should not be solely used to successfully take online courses.

All first-time online students must successfully complete the Online Learning unit within the Student LaunchPad before starting their first online class. This unit of the Student LaunchPad resource will teach students how to use all of the online learning tools within CampusConnect, GU/MSB's online learning environment. CampusConnect is a comprehensive virtual campus that will allow students to access all of their online course and school resources in one convenient location. The Online Learning unit of the Student LaunchPad will be facilitated in CampusConnect by the campus online learning coordinator who is available to assist students with completing the training successfully and preparing them to begin their first online class.

Students will receive an email at their student email account with information on how to start the online orientation and all students should start the orientation course within 72 hours of receipt of their orientation invitation email.

## GENERAL INFORMATION

A student registered for an online course is expected to log into the course within the first 72 hours (three days) of the quarter and log in and participate in the course at least once per week throughout the quarter. It is highly recommended that a student registered in an online course log in to his/her course at least three times per week each week of the quarter.

**NON-DISCRIMINATION POLICY**

Globe Education Network institutions offer equal opportunities in all of their academic programs or activities without distinction or discrimination because of race, color, sex, religion, age, sexual orientation, nationality, ethnic origin, physical or mental disability, or veteran status.

In accordance with United States Department of Education Title IX of the Education Amendments of 1972, 29 U.S.C. §§ 1681 et seq. (Title IX) and its implementing regulations, 34 C.F.R. Part 106, Globe University/Minnesota School of Business strictly prohibits discrimination on the basis of sex in any education programs or activities by students and employees of our campuses. Additionally, in accordance with Title VI, Section 504, and the Age Discrimination Act, the following individuals are designated to handle inquiries regarding the non-discrimination policies:

Betsy Conway, Director of Human Resources  
Globe University/Minnesota School of Business  
8089 Globe Drive – Third Floor  
Woodbury, Minnesota 55125  
Phone: 651-332-8015  
Email: bconway@globeuniversity.edu

Lynn Lundquist, Project and Policy Manager  
Globe University/Minnesota School of Business  
8089 Globe Drive – Third Floor  
Woodbury, Minnesota 55125  
Phone: 651-332-8000  
Email: llundquist@globeuniversity.edu

Ann Hintz, Dean of Education  
Globe University-Appleton  
5045 West Grande Market Drive  
Grand Chute, Wisconsin 54913  
Phone: 920-364-1100  
Email: ahintz@globeuniversity.edu

Angela Ruppe, Dean of Education  
Globe University-Eau Claire  
4955 Bullis Farm Road  
Eau Claire, Wisconsin 54701  
Phone: 715-855-6600  
Email: aruppe@globeuniversity.edu

Jonathan Virant, Dean of Education  
Globe University-Green Bay  
2620 Development Drive  
Bellevue, Wisconsin 54311  
Phone: 920-264-1600  
Email: jvirant@globeuniversity.edu

June Vatland, Dean of Education  
Globe University-La Crosse  
2651 Midwest Drive  
Onalaska, Wisconsin 54650  
Phone: 608-779-2600  
Email: jvatland@globeuniversity.edu

Krista Zimonick, Dean of Students  
Globe University-Madison East  
4901 Eastpark Boulevard  
Madison, Wisconsin 53718  
Phone: 608-830-6914  
Email: kzimonick@globeuniversity.edu

Joan Nyamhondoro, Dean of Students  
Globe University-Madison West  
1345 Deming Way  
Middleton, Wisconsin 53562  
Phone: 608-830-6900  
Email: jnyamhondoro@globeuniversity.edu

Rachel Tomala, Academic Coordinator  
Globe University-Minneapolis Downtown  
80 South 8th Street, Suite 51  
Minneapolis, Minnesota 55402  
Phone: 612-455-3000  
Email: rtomala@globeuniversity.edu

Amber Reeves, Dean of Students  
Globe University-Online Division  
1401 West 76th Street, Suite 300  
Richfield, Minnesota 55423  
Phone: 877-609-8889  
Email: areeves@msbcollege.edu

Jay Meyers, Dean of Education  
Globe University-Sioux Falls  
5101 South Broadband Lane  
Sioux Falls, South Dakota 57108  
Phone: 605-977-0705  
Email: jmeyer@globeuniversity.edu

Stacey Lilla, Dean of Education  
Globe University-Wausau  
1480 County Road Xx  
Rothschild, Wisconsin 54474  
Phone: 715-301-1300  
Email: slilla@globeuniversity.edu

Kelley Aliffi, Dean of Students  
Globe University-Woodbury  
8089 Globe Drive  
Woodbury, Minnesota 55125  
Phone: 651-730-5100  
Email: kaliffi@globeuniversity.edu

## GENERAL INFORMATION

Jake Swanson, Dean of Students  
 Minnesota School of Business-Blaine  
 3680 Pheasant Ridge Drive Northeast  
 Blaine, Minnesota 55449  
 Phone: 763-225-8000  
 Email: jswanson@msbcollege.edu

Diana Igo, Campus Director  
 Minnesota School of Business-Brooklyn Center  
 5910 Shingle Creek Parkway  
 Brooklyn Center, Minnesota 55430  
 Phone: 763-566-7777  
 Email: digo@msbcollege.edu

Meghan Paulson, Dean of Students  
 Minnesota School of Business-Elk River  
 11500 193rd Avenue Northwest  
 Elk River, Minnesota 55330  
 Phone: 763-367-7000  
 Email: mpaulson@msbcollege.edu

Heather Keelon, Dean of Students  
 Minnesota School of Business-Lakeville  
 17685 Juniper Path  
 Lakeville, Minnesota 55044  
 Phone: 952-892-9000  
 Email: hkeelon@msbcollege.edu

John Andrick, Campus Director  
 Globe University -Moorhead  
 2777 34th Street South  
 Moorhead, Minnesota 56560  
 Phone: 218-422-1000  
 Email: jandrick@msbcollege.edu

Amber Reeves, Dean of Students  
 Minnesota School of Business-Online Division  
 1401 West 76th Street, Suite 300  
 Richfield, Minnesota 55423  
 Phone: 877-609-8889  
 Email: areeves@msbcollege.edu

Maria Leonard, Dean of Education  
 Minnesota School of Business-Plymouth  
 1455 County Road 101 North  
 Plymouth, Minnesota 55447  
 Phone: 763-476-2000  
 Email: mleonard@msbcollege.edu

Miriam Williams, Dean of Education  
 Minnesota School of Business-Richfield  
 1401 West 76th Street  
 Richfield, Minnesota 55423  
 Phone: 612-861-2000  
 Email: mwilliams@msbcollege.edu

Ree Nae Roberge-Greene, Dean of Education  
 Minnesota School of Business-Rochester  
 2521 Pennington Drive Northwest  
 Rochester, Minnesota 55901  
 Phone: 507-536-9500  
 Email: rgreene@msbcollege.edu

Carrie Winter, Dean of Students  
 Minnesota School of Business-St. Cloud  
 1201 2nd Street South  
 Waite Park, Minnesota 56387  
 Phone: 320-257-2000  
 Email: carriewinter@msbcollege.edu

These individuals have been adequately trained and are responsible for investigating complaints of non-compliance. General procedures for the resolution of grievances can be found in the Grievance Policy section of this catalog. Grievances will be resolved promptly and equitably.

For further information on notice of non-discrimination, see the information below for the office that serves your area.

The OCR office for Minnesota and Wisconsin:  
 Chicago Office  
 Office for Civil Rights  
 U.S. Department of Education  
 Citigroup Center  
 500 West Madison Street, Suite 1475  
 Chicago, Illinois 60661-4544  
 Phone: 312-730-1560; TDD: 877-521-2172  
 Fax: 312-730-1576  
 Email: OCR.Chicago@ed.gov

The OCR office for South Dakota:  
 Kansas City Office  
 Office for Civil Rights  
 U.S. Department of Education  
 8930 Ward Parkway, Suite 2037  
 Kansas City, Missouri 64114-3302  
 Phone: 816-268-0550; TDD: 877-521-2172  
 Fax: 816-823-1404  
 Email: OCR.KansasCity@ed.gov

The OCR National Headquarters:  
 U.S. Department of Education  
 Office for Civil Rights  
 Lyndon Baines Johnson Department of Education Building  
 400 Maryland Avenue Southwest  
 Washington, D.C. 20202-1100  
 Phone: 800-421-3481; TDD: 877-521-2172  
 Fax: 202-453-6012  
 Email: OCR@ed.gov

**REFRESHER COURSES**

Any graduate of Globe University/Minnesota School of Business may return and audit any previously completed course. A graduate who wishes to exercise this option should contact the dean of education/students at the campus. The graduate will be assigned to a class for auditing, tuition-free, on a space available basis. The student may attend

the course for only the cost of books, fees, and/or supplies.

### RESOLUTION OF ALL DISPUTES

Except as otherwise provided in Wisconsin Statutes Section 38.50(10) (f), disputes and civil claims between students and any of the schools listed on the Enrollment Application, or between students and any officers, directors, shareholders, agents, or employees of said school(s), which are not resolved informally or through a school's internal dispute resolution procedures, shall be submitted to binding arbitration before a retired judge appointed by the Chief Judge of the State District Court located in the county in which the school is located. This Resolution of All Disputes section shall be governed by the Uniform Arbitration Act, Minnesota Statutes 572.08-30, and be conducted in accordance with the Rules of Commercial Arbitration of the American Arbitration Association. Except for claims for non-payment of tuition, this dispute resolution clause shall apply to all disputes and claims of any kind or nature whatsoever between a student and the school, regardless of when said claim arises or whether the student is still enrolled at the school.

### SCHEDULE CHANGES, WITHDRAWALS AND RE-ENTRIES

Permission for a change in the program of study or class schedule must be obtained from the dean of education/students. A student who wishes to withdraw from a program must notify the dean of education/students in advance of withdrawal. A student who wishes to re-enter a program must contact the academic services department for an appointment.

#### Nursing Program Requirements

##### Retaking Courses/Re-entry to Program Policy

1. No RN course may be repeated more than once.
2. If any component of a Nursing course is not successfully completed, the entire course must be repeated and completed with a grade of C or greater on the next attempt. This includes lecture/theory, lab, and/or clinical components of a course, as applicable.
3. Students are not allowed to automatically repeat a Nursing course. Any student failing or withdrawing from a Nursing course must follow program policy.
4. Students who withdraw, fail, or receive a grade of D in one or more Nursing courses in one quarter will receive notification stating they are on probation and are required to schedule an appointment with the dean of nursing and faculty committee regarding the student's status and/or progression within the program.
5. Eligible students will not be allowed to re-register for a failed course or any other Nursing course until approval is given by the dean of nursing and faculty committee.
6. Students required to repeat a course due to a withdrawal or failing grade will be considered a re-entry student. Students may re-enter the program one time only. Re-entry will be based on course sequencing and space available.
7. Due to the sequential nature of the Nursing curriculum:
  - a. The student may not be able to re-enter and register for the

failed Nursing course for one academic year or four quarters.

- b. Based on pre-requisites, the student may not be able to re-enter and progress in other Nursing courses until the failed course is successfully repeated.
  - c. Graduation will be delayed, based on the course(s) required to be repeated.
  - d. Re-entry may be granted on a space available basis only for courses with a clinical component.
  - e. The student may not be able to progress in general education or RN designated courses if a grade of W (withdraw) or a letter grade of D or less is received in a general education course that is a pre-requisite.
8. The program reserves the right to deny approval for re-entry to the program based on re-entry program criteria and compliance with completion of re-entry conditions by the student.

#### Conditions for Exit from the Nursing Program

Nursing program students are allowed one re-entry to the program. Students required to repeat a Nursing course due to a withdrawal or failing grade will be considered a re-entry student.

Students will be permanently exited from the Nursing program if they have failed or withdrawn from:

1. The same Nursing course more than once.
2. Two different RN courses over more than one quarter, including a course previously failed and repeated with a passing grade.
3. Re-entry may be approved or denied by the Nursing program. The Nursing program reserves the right to deny approval for re-entry to the program based on re-entry program criteria and compliance with completion of re-entry conditions by the student.

The Nursing program reserves the right to summarily exit a student at any time for unsafe or unethical performance or violation of the Code of Conduct.

#### SEXUAL HARASSMENT/SEXUAL ASSAULT

Globe University/Minnesota School of Business regards sexual harassment and/or sexual assault of others by employees or students as unacceptable behavior, which is just cause for disciplinary action. It is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 as amended in 1972, the Minnesota Human Rights Law, and Title IX of the Education Amendments, and is punishable under both federal and state laws. A student who experiences sexual harassment and/or sexual assault is encouraged to inform the dean of education/students and, if appropriate, register a complaint. As sexual harassment/assault is a discriminatory act, please see the Non-Discrimination Policy section of this catalog for contact information at individual campuses.

#### BULLYING

Globe University/Minnesota School of Business regards bullying of others by employees or students as unacceptable behavior and is just cause for disciplinary action. A student who experiences bullying is encouraged to inform the dean of education/students and, if applicable, register a complaint.

## GENERAL INFORMATION

### STUDENT COURSE LOAD POLICY

In order to complete a degree in the standard time frame (one and one-half to two years for an associate degree and three years for a bachelor's degree), a student must complete an average of 15 credits per quarter, based on attending four quarters a year. In order to complete a degree in the standard time frame for a masters; program (one and a half years), and for a doctoral program (two years), a student must complete an average of 9 to 10 credits per quarter. That course load may include credits earned in the following ways: at the student's home campus, online, through attendance at a non-home campus or school for which a consortium agreement exists and through externship/internship hours.

Globe University/Minnesota School of Business provides a master class schedule that lists all course offerings at all campuses for the specified quarter. The course catalog will note programs that require students to travel to specific campuses for specialized courses or for courses that may have limited offerings. Students who choose not to follow the recommended course sequence for a program may need to take a required class at another campus, online, or through a blended delivery format.

### STUDENTS WITH DISABILITIES

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 guarantee students with disabling conditions equal access to educational opportunities. All students with physical or mental disabling conditions seeking academic adjustments and/or other modifications because of a disabling condition are eligible to receive academic adjustments in the educational environment and for participating in programs, services, and activities offered by Globe Education Network member schools. Academic adjustments and/or modifications include, but are not limited to, auxiliary aids, changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, adaptation of the manner in which specific courses are conducted, and/or modification of school policies and procedures. Globe University/Minnesota School of Business is not required to make adjustments and/or modifications that are essential to the instruction being pursued or would fundamentally alter the nature of the service, program or activity, those that represent a personal service, or those that would result in a violation of accreditation or regulatory requirements.

A student wishing to request reasonable accommodation must submit a Disclosure of Disabling Condition and Request for Academic Adjustment to the dean of education/students at the student's home campus, including acceptable documentation concerning the disability, so that reasonable accommodations can be made. Some important considerations follow:

1. Potential students requesting accommodations for the entrance assessment must complete the accommodations process prior to being granted such accommodation.
2. Accommodations are not granted on a retroactive basis. Academic work that has been submitted prior to a request cannot be resubmitted with the accommodations granted and will remain graded as originally submitted.
3. Applicants requesting accommodations must acknowledge that the school is afforded an appropriate amount of time to determine and secure reasonable accommodations. Accommodations that require the acquisition of equipment, software/hardware, or additional resources will require additional time to secure and will not be immediately available upon request.

It is the student's responsibility to self-disclose a disabling condition and to request reasonable accommodation as soon as the student determines a need or desire for such accommodation. For more information about required documentation or to request academic adjustments, please contact the dean of education/students at your home campus.

### TERMINATION BY THE INSTITUTION

The institution reserves the right to terminate the enrollment of any student who engages in the following:

- » Failure to maintain passing grades
- » Tardiness or absences in excess of school policy
- » Failure to pay a school financial account
- » Destruction of or damage to any property of the school (the student may also be held liable for repair or replacement of the damaged property)
- » Unlawful or improper conduct (including academic dishonesty)
- » Conduct contrary to the best interest of the school or that reflects discredit upon the school
- » Behavior disruptive of normal classroom conduct

### TRANSCRIPTS

A copy of each student's transcript is available upon request by the student. This service is subject to the Family Educational Rights and Privacy Act of 1974. The school reserves the right to withhold an official transcript if the student's financial account is in arrears.

There is a processing fee of \$5 for each official transcript. Graduates and active students are not charged for official transcripts.

Transcripts issued by Globe University/Minnesota School of Business will include the student's coursework completed at those institutions and any additional coursework completed at Broadview University, the Institute of Production and Recording, and/or Minnesota School of Cosmetology.

### U.S. DEPARTMENT OF EDUCATION PROGRAM DISCLOSURES

Information regarding program cost, graduate outcomes, and the occupations each program prepares students to enter can be accessed via links on the individual program web pages within the Globe University and Minnesota School of Business websites. The program web pages can be accessed by using the following links: Globe University programs – <http://www.globeuniversity.edu/degree-program.aspx>; Minnesota School of Business programs – <http://www.msbcollge.edu/degree-programs/>.

### ACADEMIC INFORMATION

#### ADD/DROP PERIOD

The first five business days of each quarter (and the first business day of the second week of the quarter for individual classes that meet for the first time on Saturday of the first week of the quarter) are designated as the "add/drop period" for schedule changes involving individual courses. By the end of the five-day period, each individual's schedule will be in place for the remainder of the quarter. Individual courses dropped during this period will not appear on a student's transcript and no tuition will be charged. Students who attend classes within the add/drop period and completely withdraw from school during the first week will be charged

for the portion of the courses attended and receive a grade of W. Courses that a student has attended and dropped after the add/drop period will appear on the student's transcript. Tuition and applicable fees for the course will be charged to the student's account.

### ATTENDANCE REQUIREMENTS

Students are expected to be present and on time for all residential class meetings. Globe University/Minnesota School of Business does not distinguish types of absence. Instead, attendance is monitored for all class sessions and is recorded as actual time attended. Any time missed from a scheduled class is considered time absent. The student is responsible for notifying the academic services department of any absences. The student is also responsible for communicating with his/her instructor when absent from part or all of a class to determine missed assignments, due dates, and his/her eligibility for submitting missed class work.

A student registered for an online course is expected to log into the course within the first 72 hours (three days) of the quarter and log in and participate in the course at least once per week throughout the quarter. Online courses require a high level of interaction and participation in the course environment. It is highly recommended that students registered in online courses log in to each course at least three times per week each week of the quarter.

Ten consecutive business days of absences from one or more courses will result in the administrative withdrawal from such course(s) and may lead to discontinuation of enrollment at GU/MSB. This may result in failure of the course(s) and may lead to discontinuation of enrollment at GU/MSB. A student not in attendance by the end of the add/drop period may be dropped from all courses and withdrawn from school.

Regular and punctual attendance is a very important part of training for employment. Undergraduate students who achieves perfect attendance in a given quarter will receive a 25% discount off of one merchandise item purchased the quarter following the student's achievement. Perfect attendance for residential courses is defined as being present for the full length of every class period for which the student is registered for the entire length of the quarter. Perfect attendance for online courses is defined as meeting the discussion board deadlines and expectations each week (Monday through Sunday), outlined in the Online Class Expectations of every online course. The perfect attendance savings will only be granted to students who are actively taking classes in the quarter immediately following the earning of the perfect attendance award. Students who take a quarter off will forego the perfect attendance savings.

### AUDIT POLICY

An audited course is one in which a student who is enrolled in a program and is actively taking classes is allowed to attend class and participate. The student is expected to fulfill the audit agreement as determined by the dean of education/students and is encouraged to participate fully in all aspects of the class. A student who wishes to audit a course must obtain permission from the dean of education/students and register for the course. A student may not change a course registration from credit to audit after the add/drop period. A student auditing a course will be responsible for the cost of books and/or supplies and fees associated with the course. Any graduate of GU/MSB may return and audit any previously completed course as a refresher (please see Refresher Courses in the General Information section of this catalog).

### CONDUCT

A student must establish and maintain a record of good standing throughout the student's program. Good standing includes satisfactory attendance and academic performance as well as courteous personal behavior. Any conduct that disrupts the learning environment may result in permanent dismissal. The institution reserves the right to dismiss a student when personal conduct, attendance, or academic progress is considered to be unsatisfactory. The student will only be readmitted to school with the approval of the campus director and dean of education/students. Globe University/Minnesota School of Business is committed to providing an open, diverse, and insightful learning environment in all of its residential and online courses. Communication in the online course environment should at all times be professional, courteous, and respectful of the diversity of the community.

#### Academic Dishonesty

Academic dishonesty includes cheating on tests or assignments, turning in work completed by others, turning in the same work or portions of the same work for different courses without the prior approval of the instructors, providing false or misleading information to faculty or staff members, unauthorized collaboration on any academic work that is intended to be completed individually, or plagiarizing. All work submitted must be in the student's own words and must cite the source of the idea where applicable. Students who act dishonestly may receive a zero or receive a failing grade for the course. Repeated or serious violations may result in termination of educational privileges. If a student wishes to appeal disciplinary actions such as these, he or she must follow the grievance policy found in this catalog.

#### Academic Freedom

Students are entitled to freedom in the classroom in discussing their subject, but should be careful not to introduce controversial matters that have no relation to the subject.

#### Explicit Internet Content

Computers are located in public areas and, as such, material viewed is not private. Users must be considerate of other individuals using the public space and refrain from displaying materials that might reasonably be considered objectionable by others. In addition, the viewing of pornographic material may be grounds for sexual harassment charges by other users. Any such grievances will be investigated and resolved per the Globe Education Network grievance policy in the Sexual Harassment/ Sexual Assault section of this catalog. If use of the Internet becomes disruptive or objectionable, a librarian, staff, or faculty member may ask the offending user to leave and may result in permanent expulsion from school at any Globe Education Network member campus.

## GENERAL INFORMATION

### COURSE NUMBERING

The following is a guideline for course numbers and sequencing:

100-149	Courses having no prerequisite and normally taken during the first quarter
150-199	Courses normally having prerequisites from the 100-149 level
200-249	Courses normally having prerequisites from the 150-199 level
250-299	Courses normally having prerequisites from the 200-249 level
300-499	Courses are upper-level and satisfy upper-level course requirements in bachelor's degree programs
300-399	Courses normally having prerequisites from the 100-299 level
400-499	Courses normally having prerequisites from the 100-399 level
500-699	Courses normally at the masters' program level
700 and above	Courses normally at the doctoral program level

Definitions of prerequisite, co-requisite, and concurrent:

- » Prerequisite: Course must have been taken in a prior quarter
- » Co-requisite: Course must be taken in the same quarter
- » Concurrent: Course may be taken in the same quarter

### DIPLOMA DEGREE

Upon successful completion of requirements for graduation, the school will award the appropriate diploma or degree.

### GRADE LEVELS

A student attending GU/MSB will advance beyond freshman-grade level upon successful completion of 36 credits of training. Each additional 36 credits of successful training will represent advancement to the next grade level.

An undergraduate student taking 12 or more credits is full-time. An undergraduate student taking 9 to 11 credits is three-quarter time. An undergraduate student taking 6 to 8 credits is half-time. A Master's student taking 6 or more credits is full-time; a Master's student taking less than 6 credits is part-time. A Doctoral student taking 5 or more credits is full-time; a Doctoral student taking less than 5 credits is part-time.

### GRADING

The purpose of training at GU/MSB is to prepare graduates for entry-level employment and success in their chosen careers. Grading is administered to correlate a student's progress in terms related to employee proficiency expected by business and industry. Grading is based on daily performance in class and laboratory and the student's level of achievement on tests, assignments, laboratory projects and final exams. Final grade reports will be available to students at the end of each quarter.

- A Excellent (4.0):** Indicates a superior grasp of material as demonstrated by excellent performance on assignments and examinations, a strong predictor of career success.
- AD Audit (0):** Indicates that the student audited this course and received no credit for the course.
- B Good (3.0):** Indicates a good level of proficiency, a strong indication of career success.
- C Satisfactory (2.0):** Indicates a satisfactory level of achievement to enable successful employment or completion of further coursework.
- D Unsatisfactory (1.0):** Indicates a marginal level of achievement.
- D\* Unsatisfactory (0):** Indicates unsatisfactory performance. A student earning a grade of a D\* in any Medical Assistant, Nursing or Veterinary Technology required course (see Program Specific Grading Requirements section) must repeat that course satisfactorily prior to graduation.
- F Fail (0):** Indicates unsatisfactory performance. A student earning a grade of F in any required course must repeat that course satisfactorily prior to graduation.
- F\* Fail:** Indicates that a student has failed this course and, in a subsequent quarter, has retaken the course and successfully completed the requirements.
- FL Fail:** Indicates unsatisfactory performance in a pass/fail course. The student must repeat that course with a grade of pass prior to graduation.
- FD Fail/Drop (0):** Indicates that a student has dropped a class after the 75 percent completion point of the scheduled sessions for the class and failed to complete the requirements to earn a passing grade. The student must repeat any course required for graduation with a passing grade.
- I Incomplete (0):** Indicates that a student has not completed all work required for the course because of some unusual event. Incomplete work must be made up. An I grade may be given only with the approval of the instructor and the dean of education/students. Incomplete work must be submitted no later than the second Friday after the end of the quarter the grade was issued. If the incomplete grade is not resolved by this deadline, it will be changed to an F and will be included in the cumulative grade point average.
- P Proficiency through Advanced Standing:** Indicates that the student has earned credits for this course by successfully demonstrating proficiency through advanced standing.
- PL Prior Learning:** Indicates that a student has received credit for this course by successfully documenting prior learning, received outside of the traditional classroom, equivalent to the academic content.
- PS Pass:** Indicates that the student has passed the course with a satisfactory level of achievement.

**TR Transfer Credits:** Indicates that the student has earned transfer credits for this course at another institution or from another program of study at GU/MSB.

**W Withdrawal (0):** Indicates that a student has withdrawn from the course prior to the Friday of week 8 of the term, or, in the event that Friday of week 8 is a scheduled holiday, Monday of week 9.

**WE Work Experience:** Indicates that a student has received credit for this course by successfully documenting professional work experience closely related to the defined coursework.

**WM Withdrawal for Military Duty:** Indicates that a student has withdrawn from the course prior to 75 percent of the scheduled class meeting sessions due to military commitments.

## PROGRAM SPECIFIC GRADE REQUIREMENTS

A grade of C or higher is required to pass courses in certain programs:

- AAS Medical Assistant students must pass all core courses, NS140 Anatomy and Physiology I, and NS150 Anatomy and Physiology II with a grade of C or higher.
- Medical Assistant Diploma students must pass all core courses with a grade of C or higher.
- BS Nursing students must pass all core courses and all general education courses taken with a grade of C or higher.
- Bachelor of Veterinary Technology Management and Associates of Veterinary Technology students must pass all VT courses and NS105 Biology with a grade of C or higher.
- Refer to graduate program section for specific grade requirements for the masters' and doctoral programs.

## GRADUATION REQUIREMENTS

In order to graduate, a student must attain an overall 2.0 cumulative grade point average, attain minimum skill requirements in the selected program, if applicable, and successfully complete all required courses in the program. Pursuant to statute 460.06(2) of Wisconsin ACT 355, Globe University massage therapy students enrolled at Wisconsin campuses are not eligible to be considered a graduate until they have taken and passed the Wisconsin State Law exam. A candidate for graduation must be free of indebtedness to the school.

### Maximum Time Frame or Required Completion Rate Evaluation

(as part of Satisfactory Academic Progress)

The maximum time frame/required completion rate allowed for a student to complete a program is one and one-half times the number of required credits for the program in which the student is enrolled. The maximum time frame is calculated for each student and is reduced or increased to reflect course exemptions, transfer credits, the need for developmental courses, or changes in programs. A student is evaluated according to credit hours attempted versus credit hours completed.

In no case can a student, either as a regular student or in an extended enrollment status, exceed one and one-half times the standard time frame as defined by the institution and receive the original academic credential for which he/she enrolled.

## NURSING PROGRAM REQUIREMENTS

### Program Progression and Graduation Requirements

#### Background Study

Minnesota law requires health care facilities, licensed by the Minnesota Department of Health, have a background study conducted by the state for individuals who provide direct contact services to patients and residents in their facilities and programs. These studies are required each year.

The Nursing program is required to provide documentation to all clinical partners that students, participating in a clinical course within their facility, are cleared to provide care without restrictions. An individual who is disqualified as a result of the study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in any clinical activities in a Minnesota licensed health care facility.

A student who refuses a background study, or is disqualified as a result of the study, and whose disqualification is not set aside by the Commissioner of Health, will not be able to enroll in, or complete, a course that has clinical experience as a component for successful completion. The student will be unable to successfully complete the requirements of the course(s) and the program and may be exited from the program.

Students who are disqualified, or fail to participate in the background study process, will be counseled to 1) drop registration prior to the start of the quarter, or 2) withdraw from a course requiring clinical experience, before the date on the college calendar indicating the last day to drop or withdraw. If it is past this date, or a student chooses not to withdraw, the student will receive a grade of F for the course. If the student refuses to participate in the background study, the clinical facility will refuse to accept the student.

#### HIPAA Requirement

Students are required to complete and sign a Nursing Program Confidentiality Form prior to their first clinical experience. Students should retain a copy. The original will be placed in the Nursing program student file.

Prior to beginning any clinical experience in the Nursing program, students must complete a Health Insurance Portability and Accountability Act (HIPAA) training according to policy/procedure at each clinical site.

## HONORS

In order to stress the importance of academic performance, the institution awards academic honor recognition quarterly to qualifying students. A student must achieve a quarterly grade point average of 3.5 or above to achieve the honors recognition, and a quarterly grade point average of 4.0 to achieve highest honors.

A student maintaining a cumulative grade point average of 3.5 or above will graduate with honors. A student maintaining a cumulative grade point average of 4.0 will graduate with highest honors.

The institution also recognizes perfect attendance.

## GENERAL INFORMATION

### LEAVE OF ABSENCE POLICY

Globe University/Minnesota School of Business does not offer leaves of absence.

### MILITARY ABSENCE

As an alternative to withdrawal for military duty, a student in the military will be allowed to choose an extension on coursework and exams for the time that the student is absent. The student must notify the campus academic services department and provide documentation including military orders or a letter of activation from the student's military unit indicating the specific dates of service. A student on active duty who encounters an extended mission of a sensitive nature is eligible for military absence. In this situation, the student needs to send an email and/or letter from his or her unit stating the student will be unavailable for a timeframe, but not the nature of the mission. Finally, a military student who successfully completed a sufficient amount of course work before the military absence began may be issued a grade of incomplete or the grade that the student earned to that date.

In order to select the most appropriate option in light of a student's academic needs, the student must contact the academic services department at his or her home campus. Lack of notification may result in ineligibility to receive these provisions.

### PROGRAM/CURRICULUM REVISIONS

The school reserves the right to vary the sequence of courses and to revise curriculum content to upgrade program material. A student who drops from school for one or more quarters will be required to re-enter the program under catalog requirements current at the time of re-entry. Prerequisites for certain courses may be waived with the approval of the dean of education/students.

### RE-ENTRY

The definition of a re-entry student is any student who drops from school after the first week of his/her initial quarter. The student must be out of school for at least one quarter or until the next start date. A re-entry student will be treated as a continuing student for all academic and financial requirements. A student who drops from school for one or more quarters will be required to re-enter the program under current catalog requirements. A student may have only one reinstatement unless extenuating circumstances exist.

### UNIT OF CREDIT

A quarter credit earned is defined as the successful completion of a minimum of 10 hours of lecture, 20 hours of lab or 30 hours of internship.

### WITHDRAWAL FROM SCHOOL

A student who withdraws from school after the fifth business day of the initial quarter will have all attended courses recorded on the student's transcript and will be charged for the time attended.

#### Military Withdrawals

A student called to active military duty, and as a result is unable to complete the current quarter, will receive a grade of WM, Withdrawal for Military Duty, for all currently registered courses upon the school's receipt of duty orders. A full tuition refund will be applied to the student's account for all courses for which the student is actively enrolled at the time of military activation. The student will be liable for any financial aid stipends received above the cost of tuition/fees/books for the quarter of enrollment.

### Withdrawals

When a student withdraws from an individual course after the fifth business day of the quarter, the course will be recorded on the student's transcript and the student will be charged for the course.

#### Late Course Withdrawal

GU/MSB understands there are times when extenuating circumstances occur that require reconsideration of the course withdrawal policy. If a student encounters mitigating circumstances after the last day to withdraw from a course with a grade of W, the student is encouraged to submit a written appeal to the dean of education/students. An appeal committee will determine whether the deadline will be waived, allowing the application of a W grade or if the student will be held to the deadline. All decisions made by the committee are final.

## SATISFACTORY ACADEMIC PROGRESS

### GU/MSB SATISFACTORY ACADEMIC PROGRESS POLICY

Federal regulations require the academic services and financial aid departments to monitor the academic progress of all active students toward the completion of their program of study. This monitoring process is called Satisfactory Academic Progress (SAP). The complete academic record of a student's current program is considered regardless of whether financial aid was received. In addition, GU/MSB calculates Satisfactory Academic Progress for non-degree students in the area of cumulative grade point average and completion rate.

Academic progress is evaluated each quarter using three factors: grade point average, percentage of attempted credits completed and maximum number of credits allowed. Failure to maintain satisfactory academic progress may result in cancellation of eligibility to receive Federal Title IV funding, institution-based scholarships or other financial aid.

### SAP REQUIREMENTS

In order to be making satisfactory progress, a student must meet all of the following requirements:

1. Achieve the cumulative grade point average (CGPA) required at each evaluation point.
2. Maintain a 67 percent cumulative completion rate. Completion rate (CMTF%) is calculated as:
 
$$\frac{\text{all successfully completed credits}^*}{\text{all attempted credits}^*}$$
3. Complete all program requirements within the maximum time frame/maximum credits, which is 150 percent of the minimum number of credits required to graduate. For example, if a program requires 100 credits, the student may attempt a maximum of 150 credits. The school will expel a student at the point that it is determined that the student will not be able to complete the program within the 150% maximum timeframe.

\*Only credits of courses that may be applied to the student's current program of enrollment will be considered in the above equation.

## HOW COURSES ARE COUNTED

Successful completion of a course of study requires a grade of A, B, C, D or PS. Grades of D\*, F, FL, FD, I, and W do not constitute successful completion of a course. See below for detailed information about the effect of grades on Satisfactory Academic Progress.

Grades of A, B, C and D earned in Globe University/Minnesota School of Business courses

Courses with grades of A, B, C and D count as credits attempted and completed. These grades count toward the CGPA as follows: A = 4.0, B = 3.0, C = 2.0 and D=1.0.

Grades of D\* and F earned in Globe University/Minnesota School of Business courses

Courses with grades of D\* and F count as credits attempted, but not completed and count toward the CGPA as 0 points. If a course is repeated, only the most recent grade counts toward the CGPA. A course may only be attempted three times.

### Pass/Fail Courses

Courses with a grade of a PS count as credits attempted, completed, and do not count towards the CGPA. Courses with a grade of a FL count as credits attempted, but not completed and do not count toward the CGPA.

### Dropped Courses and Course Repeats

Individual courses dropped during the first five business days of the quarter, with the exception of courses a student is scheduled to begin on the first Saturday of the quarter, are deleted from the student's record and therefore do not count toward any SAP calculation. Individual courses that begin on the first Saturday of a quarter and are dropped on or before the first business day after the first Saturday of the courses are deleted from the student's record and therefore do not count toward any SAP calculation.

If a course is dropped after the fifth business day of the quarter, or in the case of courses beginning on the first Saturday of the quarter, on the first business day after the first Saturday of the course, but before the end of the seventy-five percent mark of a class, it counts as a withdrawal. Courses dropped after the ninth week will be issued a grade of FD. If a course is repeated, only the most recent grade counts toward the CGPA; however, both courses will count as attempts and will be considered in the completion rate calculation. Courses dropped due to military commitments will not be considered in the completion rate calculation.

### Incomplete Courses

Courses with grades of I and W are not complete and therefore count as credits attempted, but not earned. These grades are not factored into the CGPA, but are considered in calculating completion rate.

If a student has an incomplete course at the time of the SAP calculation, the credits are counted as attempted, but not completed. An incomplete is not counted toward the CGPA. Whenever a student's grade of incomplete is changed to a letter grade, SAP is recalculated for that student with the final grade being replaced in the SAP calculation.

### Course Repeats

If a course is repeated, only the most recent grade counts toward the CGPA. If a student drops an individual course during the add/drop period (first five business days of the quarter or as described for Saturday courses in the Dropped Courses and Course Repeats section), the course does not count as an attempt. If a student is still enrolled in the course when the add/drop period ends, the course will count as an attempt and will be considered in the completion rate, even if the student subsequently withdraws from the course. Students have three attempts at a course. Grades of W, D\* and/or F count as credits attempted.

### Transfer, Test-Out, Prior Learning, Audit and Work Experience Credit (Non-Punitive Grades)

Transfer (TR) credits count towards credits attempted and credits completed, and are not factored into the CGPA. Transfer credits will count in the 150 percent time frame calculation. Advanced standing (P) credits, prior learning (PL) credits, audit (AD) credits and work experience (WE) credits do not count toward credits attempted and credits completed, and are not factored into the CGPA.

### Change in Program

If a student changes programs, all courses that can be applied to the new program are used in all SAP calculations (CGPA, completion rate and maximum time frame), including courses with grades of D\*, W or F. Courses that are not in the new program are excluded from all SAP calculations. A determination of courses that may be included in the new program as electives will be made in consultation with the dean of education/students. A grade of D\* will be changed to a D for courses that will count towards a program outside of Nursing, Medical Assistant and Veterinary Technology. A grade of D will be changed to a D\* for courses that will count towards Nursing, Medical Assistant and Veterinary Assistant programs (see Grading and Program Specific Grading Requirements sections).

### Additional Degrees

If a student earns a credential at GU/MSB and enrolls in another program for an additional credential, all courses that have been successfully completed and can be applied to the new program are used in all SAP calculations (CGPA, completion rate and maximum time frame/maximum credits). Courses that are not in the new program, including courses with grades of D\*, W or F, are excluded from all SAP calculations. A grade of D\* will be changed to a D for courses that will count towards a program outside of Nursing, Medical Assistant and Veterinary Technology. A grade of D will be changed to a D\* for courses that will count towards Nursing, Medical Assistant and Veterinary Assistant programs (see Grading and Program Specific Grading Requirements sections).

### Non-Credit/Remedial Courses

A student not seeking an academic credential will be measured by SAP.

Foundations (remedial) courses may be required as part of the student's program based on the student's placement test score. The foundations courses will then be included in both the qualitative and quantitative calculations, with the overall program credit requirements increasing to reflect the foundations course(s).

## GENERAL INFORMATION

**Evaluation Points and Standards**

A student in active status is evaluated at the end of each quarter. The following evaluation standards are based on maximum program length and credits attempted. The maximum program length is 150 percent of the total credits required for program completion. All applicable courses attempted are included in this evaluation measurement. Any time a student is unable to complete a program within the maximum time frame/maximum credits allowed, or to meet the minimum grade point average required to graduate, the student will lose financial aid eligibility and will be expelled from school.

Certificate Programs			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate CMFT%	Result if Standard Not Met
1-7 credits attempted	1.00	40%	Warning
8-15 credits attempted	1.25	50%	Warning
16-23 credits attempted	1.50	60%	Warning
24 and above credits attempted	2.00	67%	Expulsion
Diploma and Programs Under 60 Credits			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate CMFT%	Result if Standard Not Met
1-11 credits attempted	1.00	40%	Warning
12-22 credits attempted	1.25	50%	Warning
23-31 credits attempted	1.50	60%	Warning
32 and above credits attempted	2.00	67%	Expulsion
Diploma and Certificate Programs 60 Credits or Higher			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate CMFT%	Result if Standard Not Met
1-11 credits attempted	1.00	40%	Warning
12-23 credits attempted	1.25	50%	Warning
24-35 credits attempted	1.50	60%	Warning
36 and above credits attempted	2.00	67%	Expulsion
Associate in Applied Science, Bachelor of Fine Arts and Bachelor of Science Degree Programs			
Formal Evaluation Point (Total number of credits attempted)	Required Minimum CGPA	Required Minimum Completion Rate CMFT%	Result if Standard Not Met
1-18 credits attempted	1.00	40%	Warning
19-36 credits attempted	1.25	50%	Warning
37-71 credits attempted	1.50	60%	Warning
72-108 credits attempted	2.00	67%	Expulsion
109-144 credits attempted	2.00	67%	Expulsion
145 credits and above	2.00	67%	Expulsion

Individual program standards tables listing all evaluation points, expected minimum qualitative and quantitative standards, and the results if those standards are not met, are available in the academic services offices.

End of first academic year is defined as 36 credits. On subsequent evaluations, this standard will increase and must meet a minimum of 2.0

CGPA and 67 percent completion rate by the time the student reaches any of the following:

1. Credits equivalent to two academic years = 72
2. Credits equivalent to three academic years = 108
3. Credits equivalent to four academic years = 144
4. The maximum allowable credit attempts for the program
5. Sufficient credits completed to graduate

### Students Not Meeting SAP Requirements

Students in active status are monitored at the end of every quarter based on the evaluation standards above to help ensure successful progression from one evaluation point to the next. A student who is not meeting SAP requirements will be given an academic alert, placed on warning, expelled from financial aid or terminated from school, as follows:

#### Academic Alert

A student who is not at an evaluation point as shown on the chart and who fails to meet either a 2.0 CGPA or 67 percent completion rate during any quarter will be placed on Academic Alert at the end of that quarter. The student will receive written notification within ten business days of the end of the quarter when an academic alert is issued. The academic alert notice will also inform the student of resources available for assistance through the academic and student services departments. Additional support services will be discussed as necessary. During the quarter the student is placed on academic alert, he or she will be eligible to receive financial aid.

#### Warning

A student who does not meet the indicated standard(s) at a required evaluation point that prescribes Warning as a result will be placed on Academic Warning (see Evaluation Points and Standards chart). A student who has attempted 19 to 36 of his or her required credits will be placed on warning if not meeting SAP requirements (see Evaluation Points and Standards chart). A warning notice will be distributed within ten business days of the end of the quarter. The warning notice will also inform the student what GPA the student must achieve and the number of credits the student must successfully complete by the end of the warning quarter in order to meet the minimum requirements by the next evaluation point. The student will only be granted one quarter of warning status. The student will be expected to meet with the academic services department to ensure the student understands the application of satisfactory academic progress standards, and must sign a consultation form to verify that understanding. Additional support services will be discussed as necessary.

#### Expulsion

A student who, at an evaluation point that requires Expulsion (see Evaluation Points and Standards chart), does not achieve the minimum requirements will be expelled from school and financial aid. The student will be notified in writing of the expulsion within ten business days of the end of the quarter. It is recommended that the student meet with the dean of education/students to ensure the student understands the application of satisfactory academic progress standards and sign a consultation form to verify that understanding. Additional support

services will be discussed as necessary.

### Financial Aid Expulsion - Extended Enrollment Status

An expelled student may request to enter extended enrollment status to retake courses in order to meet SAP requirements. A student in extended enrollment status will be charged full tuition and fees and will not be eligible to receive financial aid.

If the student has not met the minimum requirements for the evaluation point at the end of the extended enrollment quarter, the student will remain in extended enrollment status, provided the student has earned a minimum quarter grade point average of at least 2.0 and a quarter completion rate of at least 67 percent.

A course taken while a student is in extended enrollment status will count as credits attempted in the completion rate calculation and the grade for the repeated course will replace the previous course grade in the CGPA calculation. The student will remain expelled from financial aid until meeting the minimum requirements specified for the next evaluation point.

In no case can a student exceed the maximum time frame/maximum credit limit (150 percent of program length) either as a regular student or in an extended enrollment status and receive the original credential for which enrolled.

### Reinstatement

A student who meets SAP requirements during the extended enrollment period will be reinstated as a regular student and will be eligible to receive financial aid.

### APPEALS AND MITIGATING CIRCUMSTANCES

A student who disagrees with the application of Satisfactory Academic Progress standards may appeal in writing to the dean of education/students. The appeal must be filed within two weeks after the student is placed on warning or financial aid expulsion. A campus committee will determine if the appeal is warranted.

Mitigating circumstances must consist of personal injury, poor health, family crisis or other unusual and significant occurrences outside the control of the student. Mitigating circumstances must be documented, and the student must demonstrate that such circumstances had an adverse impact on the student's satisfactory academic progress in the academic program. No waivers will be granted for graduation requirements.

A student who is granted an appeal for mitigating circumstances will be placed on Probation and will sign a consultation form stating the academic plan that must be met in order to remain in school. The student will be eligible for financial aid as long as the conditions on the consultation form are met. Enrollment of a student who fails to meet those conditions will be expelled.

### PROGRAM TRANSFER

A student interested in transferring between programs may do so a maximum of two times, or at the discretion of the dean of education/students. A student must be meeting Satisfactory Academic Progress requirements to be eligible for a program transfer. Only courses that

## GENERAL INFORMATION

may be applied toward the new program will be transferred and counted in SAP calculations. A student transferring between programs must complete a status change form with the academic services department.

### GRADUATION REQUIREMENT

In order to graduate, a student must attain a 2.0 cumulative grade point average and complete all program requirements within 150 percent of the maximum time frame/maximum credits.

### PROGRAM SPECIFIC GRADUATION REQUIREMENTS

#### Business Administrative Assistant

All Business Administrative Assistant applicants must provide

documentation of the ability to type a minimum of 25 gross words per minute with 97% accuracy (24 net words per minute) for three minutes or equivalent course transfers.

#### Legal Administrative Assistant

All Legal Administrative Assistant students must provide documentation of the ability to type a minimum of 50 gross words per minute with 97% accuracy (49 net words per minute) for five minutes prior to being eligible to graduate.

#### Medical Assistant

All Medical Assistant applicants must provide documentation of the ability to type a minimum of 30 gross words per minute with 97% accuracy (29 net words per minute) for five minutes or equivalent course transfers.

#### Medical Administrative Assistant

All Medical Administrative Assistant students must provide documentation of the ability to type a minimum of 45 gross words per minute with 97% accuracy (44 net words per minute) for five minutes prior to being eligible to graduate.

#### Paralegal

All Paralegal students must provide documentation of the ability to type a minimum of 45 gross words per minute with 97% accuracy (44 net words per minute) for five minutes prior to being eligible to graduate.

## STUDENT SERVICES

### EMPLOYMENT ASSISTANCE

The institution offers employment assistance to its students and graduates; however, the school does not guarantee employment.

To ensure students are receiving the most from the available campus resources, we encourage all students to meet with Career Services staff early in their programs and maintain contact throughout their education. This will increase their chances for securing employment in their chosen career field.

Students are advised of employment opportunities and are offered suggestions on preparing professional quality materials associated with their job search. Students should feel free to consult the career services department for advice on networking and interviewing skills.

In addition, students participate in a career capstone course, which focuses on career exploration, job search tools and resources, and professionalism. Students develop career planning strategies in preparation for entering or advancing within their chosen career fields.

In order to continue to supply employers with qualified graduates and to maintain the effectiveness of our training, surveys of graduates and their first employers of record are sent out after graduation.

The career services department will release information specific to a student or graduate's career search when the student or graduation has granted consent to release information to potential employers. For more information about the release of records, review the Family Educational Rights and Privacy Act section of this catalog.

In addition, graduates and employers are encouraged, when appropriate, to serve on program-specific advisory boards that perform program evaluations and make recommendations for maintaining programs that meet industry requirements.

### TUTORING

Every effort will be made to find a tutor for a student who has shown adequate attendance in a course for which a tutor has been requested. Tutors are instructor-recommended students who provide assistance to classmates in one-on-one or group meetings. Students should know that there is no guarantee that tutors will always be available.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

### Amended 10/2001 to include the USA Patriot Act

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. The student, or in the case of the student being a minor, the parent, should submit to the registrar, academic services department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The institution will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading. When asking the institution to amend a record that the student believes is inaccurate or misleading, the student should write the campus director, clearly identify the part of the record the student wants changed and specify why it is inaccurate or misleading. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student along with notification of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Exceptions to consent of disclosure include the following:

- » Disclosure to officials with legitimate educational interests: A school official is a person employed by the institution in an administrative, supervisory, academic, research or support staff position; a person or company with whom the institution has contracted (such as an accrediting body, attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
  - » Disclosure, without the written consent or knowledge of the student or parent, of personally identifiable information from the student's education records to the Attorney General of the United States or to the Attorney General's designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of title 18, U.S. Code. The institution is not required to record the disclosure of such information in the student's file. Further, if the institution has provided this information in good faith in compliance with an ex parte order issued under the amendment, it is not liable to any person for the disclosure of information.
  - » Disclosure, without the written consent or knowledge of the student or parent, of information from a student's education records in order to comply with a lawfully issued subpoena or court order in the following three contexts:
    - Grand Jury Subpoena: The institution may disclose education records to the entity or persons designated in a federal grand jury subpoena. In addition, the court may order the institution not to disclose to anyone the existence or context of the subpoena or the institution's response.
    - Law Enforcement Subpoena: The institution may disclose education records to the entity or persons designated in any other subpoena issued for a law enforcement purpose. As with federal grand jury subpoenas, the issuing court or agency may, for good cause shown, order the institution not to disclose to anyone the existence or contents of the subpoena or the institution's response. Notification requirements and recordation requirements do not apply.
    - All Other Subpoenas: The institution may disclose information pursuant to any other court order or lawfully issued subpoena only if the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or student may seek protective action. The institution will record all requests for information from a standard court order or subpoena.
  - » Disclosure, without the written consent or knowledge of the student or parent, of information in education records to "appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals." Imminent danger to student or others must be present.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is the Family Policy Compliance Office, U.S.

Department of Education, 400 Maryland Avenue Southwest, Washington, D.C. 20202-4605.

## DIRECTORY INFORMATION

Directory information is that information which may be unconditionally released without the consent of the student unless the student has specifically requested that the information not be released. The institution requires that such requests be made in writing to the campus director within 15 days after the student starts classes.

The following items are maintained in all student files:

- » Information to support evidence of admissions requirements, including entrance or placement examination test scores; attestation statement; evidence of having received information on hepatitis A, B and C; evidence of payment of the application fee; signed enrollment agreement and arbitration agreement; and evidence of a personal interview with admissions.
- » Any test-outs, transcripts and/or supporting documents to support the application of transfer credits, prior learning assessment and/or advanced standing credit.
- » Any status change forms to support a change from the original enrollment agreement and/or to indicate date and reason of completion or termination of active student status.
- » Registration forms where applicable.
- » Other information pertinent to the student's education, contact information and permanent student file.
- » Student financial aid documents including ISIR, FAFSA, school application and promissory notes.
- » All verification documentation (taxes, worksheets, earnings records, etc.), professional judgment materials, student authorizations, scholarship applications, entrance and exit documents and/or materials to support fund source payments.
- » Record of any student grievance and subsequent resolution

After a period of six years from the student's last date of attendance, the file may be purged. The following information will be electronically maintained indefinitely:

- » Student transcript (showing dates of attendance and all grades received)
- » Student ledger card (showing all charges and payments made by or on behalf of the student)

Directory information includes the student's name, date of birth, address and email address; course of study; extracurricular activities; degrees and awards received; last school attended; dean's list or equivalent; attendance status (full-time or half-time); and dates of attendance (the period of time a student attends or attended the college not to include specific daily records of attendance).

## GENERAL INFORMATION

A student may restrict the release of directory information except to school officials with legitimate educational interests and others as outlined above. To do so, the student must make the request in writing to "Registrar" at the student's home campus:

Globe University-Appleton,  
5045 West Grande Market Drive,  
Grand Chute, WI 54913

Globe University-Eau Claire,  
4955 Bullis Farm Road,  
Eau Claire, WI 54701

Globe University-Green Bay,  
2620 Development Drive,  
Bellevue, WI 54311

Globe University-La Crosse,  
2651 Midwest Drive,  
Onalaska, WI 54650

Globe University-Madison East,  
4901 Eastpark Boulevard,  
Madison, WI 53718

Globe University-Madison West,  
1345 Deming Way,  
Middleton, WI 53562

Globe University-Minneapolis Downtown,  
80 South 8th Street, Suite 51,  
Minneapolis, MN 55402

Globe University-Moorhead,  
2777 34th Street South,  
Moorhead, MN 56560

Globe University-Online Division,  
1401 West 76th Street, Suite 300,  
Richfield, MN 55423

Globe University-Sioux Falls,  
5101 South Broadband Lane,  
Sioux Falls, SD 57108

Globe University-Wausau,  
1480 County Road Xx,  
Rothschild, WI 54474

Globe University-Woodbury,  
8089 Globe Drive,  
Woodbury, MN 55125

Minnesota School of Business-Blaine,  
3680 Pheasant Ridge Drive Northeast,  
Blaine, MN 55449

Minnesota School of Business-Brooklyn Center,  
5910 Shingle Creek Parkway,  
Brooklyn Center, MN 55430

Minnesota School of Business-Elk River,  
11500 193rd Avenue Northwest,  
Elk River, MN 55330

Minnesota School of Business-Lakeville,  
17685 Juniper Path,  
Lakeville, MN 55044

Minnesota School of Business-Online Division,  
1401 West 76th Street, Suite 300,  
Richfield, MN 55423

Minnesota School of Business-Plymouth,  
1455 County Road 101 North,  
Plymouth, MN 55447

Minnesota School of Business-Richfield,  
1401 West 76th Street,  
Richfield, MN 55423

Minnesota School of Business-Rochester,  
2521 Pennington Drive Northwest,  
Rochester, MN 55901

Minnesota School of Business-St. Cloud,  
1201 2nd Street South,  
Waite Park, MN 56387

Once filed, this becomes a permanent part of the student's record until the student, in writing, instructs the institution to remove the request.

## GRADUATE DEGREE PROGRAM INFORMATION

### DOCTOR OF BUSINESS ADMINISTRATION DEGREE PROGRAM ENTRANCE REQUIREMENTS

A Doctor of Business Administration (DBA) program applicant must provide the following documentation prior to acceptance into the program:

1. An official master's degree transcript that demonstrates the following:
  - » Successful completion of a Master of Business Administration (MBA) degree that is a minimum of 54 quarter-hour credits or semester-credit equivalent and have earned a cumulative grade point average of a 3.0 or above;
  - » OR the student is able to complete any outstanding required master's level courses to fulfill the 54 quarter-hour or semester equivalent Master's in Business Administration (MBA) within less than four quarters with a cumulative grade point average of 3.0 or above.
  - » Earned within the past 10 years from an institution accredited by an agency recognized by the U.S. Department of Education. Applicants who have earned an MBA as specified beyond the past 10 years will be considered based on continuous management experiences.

2. A current professional resume that identifies a minimum of five years equivalent of professional experience in a business leadership or management position within the applicant's career field.
3. Two professional letters of recommendation that discuss the applicant's business leadership or management experience in his/her career field or relevant academic achievements.
4. A completed Goals and Objectives Questionnaire – Doctoral Level.
5. A typed narrative, or combined narrative and visual, (two-page maximum) Action Plan that clearly demonstrates the applicant's organizational strategy and anticipated timeline/schedule for completing their DBA degree.
6. Validation of English proficiency for non U.S. citizens is required for acceptance to the program, and will be based on a minimum of one of the following documents:
  - a. Attestation of completion of an MBA degree in English, including master-level project/thesis, by the institution granting the degree.
  - b. Attestation of English as the first (or dual) language in the applicant's home country by government officials or qualified, non U.S. academic colleagues from the applicant's home country, who have established collaborative relationships with Globe University.
  - c. Attestation of English proficiency based on level of English competency required for the applicant's profession / business experiences for at least five years by a direct supervisor/manager or human resource manager.
  - d. Official test scores from TOEFL or ELTS that meet institutional requirements as stated in the catalog.

Upon receipt of the documents listed above, the program administrator (or qualified academic department designee) will interview the applicant to determine their acceptance into the program. The interviewer will complete a Candidate Assessment Form as an objective measure to help determine the applicant's acceptance to the program, based on the admissions documents submitted by the applicant and the interview.

After the interview, one of the following actions will take place:

- » The interviewer will recommend acceptance, a final determination will be made, and the registration process will be completed.
- » The applicant will be encouraged to earn a specific master's degree, or to gain professional experience before reapplying for admission to the program.
- » An international applicant's acceptance to the program, who is a non-English speaking applicant, may be required to provide an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer), or 79 (Internet); or a comparable International English Language Testing System (ELTS) score for the IELTS – Academic version.

No conditional acceptances are granted for the doctorate program; after completing any recommendations the applicant may re-apply to the program.

## DOCTOR OF BUSINESS ADMINISTRATION DEGREE PROGRAM TRANSFER OF CREDIT POLICIES

Of the required 135 graduate credits, 81 quarter-hour graduate credits must be taken at the doctoral level, and a minimum of 54 quarter-hour graduate credits (36 semester-hour equivalents) must be fulfilled by a Master of Business Administration (MBA) degree. At the time of admission to the DBA program, a maximum of 54 quarter-hour credits (36 semester-hour equivalents) may be transferred as fulfillment of the MBA requirement for the DBA program. The MBA degree transfer credits will be considered only if the graduate credits were earned at an institution accredited by an agency recognized by the U.S.

Department of Education, and must be in accordance with DBA admission requirements and institutional transfer of credit policies as published in our catalog/catalog addendum. Transfer credits or any other prior learning experiences will not be considered for fulfillment of the 81 quarter-hour credits required at the doctoral-level, which are designated at 700 or above in the catalog/catalog addendum.

## DOCTOR OF BUSINESS ADMINISTRATION (DBA) DEGREE PROGRAM STRUCTURE

The dynamic, advanced-practitioner driven DBA program allows business and management professionals to compound the value of their time and financial investment in master's degree programs with the opportunity to further develop their academic expertise and workplace experience concurrently. At this most advanced level, master's students will be able to pursue a terminal, professional degree with a seamless transition of graduate curriculum. Graduates will be prepared for advanced or executive management positions within their current profession while gaining the qualifications needed to pursue business and management instructor opportunities at a range of post-secondary education and advanced management training institutions.

The structure of the 135 quarter-hour credit graduate program is comprised of two steps: 54 master's level (MBA) credits and 81 doctoral level credits.

### Step One

The 54 master's level MBA credits provide:

1. A broad examination of the four tenets of contemporary business management:
  - » Fiscal/financial stability
  - » Human resources and talent management
  - » Adherence to ethical and regulatory standards
  - » Evidence-based decision making
2. An introduction to business research and its applications.
3. A seamless transition to the next level of graduate studies.

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### Step Two

The 81 doctoral level credits provide:

1. A practitioner-driven approach to research in which each student begins this segment by investigating participatory and applied research methods and establishes their research question(s) and strategies for their final project.
2. An in-depth examination of contemporary business management topics in which each student works through a range of case studies and simulations applicable to their capstone project.
3. seamless transition to the development of an original evidence-based business management solution as each student addresses their research questions.
4. An introduction to future implications, practical applications, and presentations of the student's research.

All students are required to meet with a graduate advisor to review their acceptance to the program prior to their first quarter of enrollment in the DBA program. The advisor, who is a graduate faculty, will continue to meet with the student at least every other quarter if the student is required to complete any master's (500–600 level) courses to fulfill the 54 quarter-hour credits or semester-hour equivalents requirement. The advisor will meet with the student quarterly when they begin the doctoral (700–800 level) sequence, and monthly when the student is enrolled in RS750–RS850. As stated in the catalog, graduate courses are not offered in an independent study format.

Six of the thirteen 700–850 level courses have intensive practicum components under the direction of the course instructor in collaboration with the student's workplace mentor. The course instructor, in collaboration with the student and their mentor, will develop the specific practicum activities by following the course objectives and evaluation methods according to the specific course syllabus. A workplace/professional mentor, in collaboration with the course instructors, is required for all 700–800 level courses with a practicum component. Students are required to have an approved workplace/professional mentor no later than week 10 of RS750.

Students will complete and defend their research in the practicum components of RS800: Participatory or Applied Research: Final Project; and RS850: Final Research Project: Future Implications, which they take in the last two quarters of the program's sequence.

Faculty is assigned to direct all components of each course including academic advising, group activities, peer reviews, and discussions for each course. Students are responsible for all practicum component objectives, as stated on the course syllabus and practicum agreement(s), by successfully completing all assignments. Successful completion and the defense of the final research project are required for graduation.

The course faculty is responsible for monitoring student progress, assessing all course assignments/activities, and assigning the course grade. The faculty, in collaboration with the graduate studies administrator and committee members, will assess and determine successful completion and defense of the student's final research project.

### DOCTORAL STUDENT INTELLECTUAL PROPERTY (IP) POLICY

Innovative applied business research projects are an integral component of Globe University's Doctor of Business Administration (DBA) degree program, which may lead to the creation of IP. Doctoral students may choose to protect the IP of their applied business research project; therefore, GU does not require its doctoral students to protect and share any anticipated financial benefits of IP if they do not intend to exercise this option.

A primary objective of discussing IP with each GU doctoral student is to consider any potential IP issues well in advance of the student's completion of their final applied business research project, which is the cumulating effort of their DBA degree. The purpose of this policy is to protect the interest of doctoral students and GU if a student chooses to pursue commercial opportunities based on the IP of their applied business research project.

The following processes are followed with all GU doctoral students:

1. Introduction to the purpose of, and GU processes for, a doctoral student obtaining IP rights for their applied business research project within the student's first quarter of study and throughout the DBA applied research curriculum.
2. Acknowledgment of GU processes as guidelines for doctoral students and not legal processes; students wishing to obtain exclusive IP rights for their projects must pursue independent legal counsel.
3. Acknowledgment of the collaborative processes of applied business research among the student, academic advisor, workplace mentor, faculty members, and GU, directly related to the student's final project.
4. Intent to protect the respective interests of the parties listed in Item 3, including the legal right to establish IP that may be mutually beneficial for the commercial pursuit of IP which may directly result from a doctoral student's applied business research project.
5. Doctoral students' acknowledgment of their understanding of GU IP policies will be signed within the first quarter of the student's enrolment in the DBA, and reviewed during each applied research course throughout the program.
  - a. Each time the acknowledgment is reviewed, the student will sign/initial the review.
  - b. The form will be retained in the student's file, and the student may request to review the form at any time with academic department personnel.

### DOCTOR OF BUSINESS ADMINISTRATION (DBA) DEGREE PROGRAM STATUTE OF LIMITATIONS

Graduation from DBA program requires all students to have successfully completed a minimum of 135 quarter-hour graduate credits. A doctoral degree student is required to complete all 81 quarter-hour doctorate credits within four years from the time they have completed any required, outstanding 54 quarter-hour credits or semester-hour equivalents at the master's level. All required outstanding credits at the master's level must be completed one year from the time of enrollment to the doctoral program. The total maximum time frame in chronological terms is five years.

## MASTER OF BUSINESS ADMINISTRATION (MBA) DEGREE PROGRAM ENTRANCE REQUIREMENTS

An MBA program applicant must provide the following documentation prior to acceptance into the program:

1. An official undergraduate/graduate transcript, which demonstrates completion of a baccalaureate degree; a documented international transcript may be considered equivalent based on evaluation by, and approval of, academic services department personnel.
2. A current professional résumé.
3. A completed Goals and Objectives Questionnaire.
4. Two professional letters of recommendation.
5. An international applicant must provide an attestation of English proficiency completed as part of the student's undergraduate degree documentation.

Upon receipt of the documents listed above, the program administrator (or designee) will conduct an interview to determine the applicant's acceptance into the program. The program administrator (or designee) will complete a Student Evaluation Form as an objective assessment to determine whether the applicant will be accepted into the MBA program. The MBA applicant must receive at least the minimum score on the Student Evaluation Form. A copy of this form is available from the admissions department staff.

After the interview, one of the following actions will take place:

- » The interviewer will recommend acceptance and the registration process will be completed.
- » The applicant will be encouraged to take the GMAT exam to improve the applicant's eligibility for acceptance into the program.
- » As a condition of an international applicant's acceptance into the program, the student may be required to provide an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer) or 79 (Internet); or a comparable International English Language Testing System (IELTS) score on the IELTS – Academic version.

Based on individual circumstances, the program administrator may grant conditional acceptance to the MBA program. Any student admitted conditionally will need to meet all conditions prior to the last day of the student's first quarter in the program. If the student does not meet the conditions prior to the last day of the first quarter, the student will be withdrawn from the program. Candidates seeking entrance into our master's programs may not apply more than once per quarter.

## MASTER OF SCIENCE (MS) IN HEALTH FITNESS MANAGEMENT DEGREE PROGRAM ENTRANCE REQUIREMENTS

An MS in Health Fitness Management program applicant must provide the following documentation prior to acceptance into the program:

1. An official undergraduate/graduate transcript, which demonstrates completion of a baccalaureate degree in a related health fitness or health/wellness discipline\* from an institution that is accredited by an agency recognized by the U.S. Department of Education; documented international transcripts may be considered equivalent based on evaluation by, and approval of, academic services department personnel.

2. Employer attestation of the applicant's current position or documentation of work as an intern in a health fitness or health/wellness profession.
3. A current professional résumé, which identifies a minimum of one year of practitioner experience or successful completion of one internship course in a health fitness or health/wellness position or program.
4. Two professional letters of recommendation, one of which verifies a minimum of one year of professional experience as a health fitness or health/wellness practitioner.
5. A completed Goals and Objectives Questionnaire.
6. An international applicant must provide an attestation of English proficiency completed as part of the student's undergraduate degree documentation.

\*If an applicant's baccalaureate degree is in an unrelated health fitness or health/wellness discipline, the applicant must have completed a minimum of one undergraduate course in each of the following subjects: anatomy and physiology, biomechanics, and general nutrition.

Upon receipt of the documents listed above, the program administrator (or designee) will conduct an interview to determine the applicant's acceptance into the program. The program administrator (or designee) will complete a Student Evaluation Form as an objective assessment to determine whether the applicant will be accepted into the MS in Health Fitness Management program. The MS in Health Fitness Management applicant must receive at least the minimum score on the Student Evaluation Form. A copy of this form is available from the admissions department staff.

After the interview, one of the following actions will take place:

- » The interviewer will recommend acceptance and the registration process will be completed.
- » The applicant will be encouraged to take specific undergraduate coursework or to gain professional experience before reapplying for admission into the program.
- » As a condition of an international applicant's acceptance into the program, the student may be required to provide an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer) or 79 (Internet); or a comparable International English Language Testing System (IELTS) score on the IELTS – Academic version.

Based on individual circumstances, the program administrator may grant conditional acceptance to the MS in Health Fitness Management program. Any student admitted conditionally will need to meet all conditions prior to the last day of the student's first quarter in the program. If the student does not meet the conditions prior to the last day of the first quarter, the student will be withdrawn from the program. Candidates seeking entrance into our master's programs may not apply more than once per quarter.

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**MASTER OF SCIENCE (MS) IN MANAGEMENT DEGREE PROGRAM ENTRANCE REQUIREMENTS**

An MS in Management program applicant must provide the following documentation prior to acceptance into the program:

1. An official undergraduate/graduate transcript, which demonstrates completion of a baccalaureate degree as required for the selected emphasis; a documented international transcript may be considered equivalent based on evaluation by, and approval of, academic services department personnel.

MS in Management Emphasis	Required baccalaureate degree and major
Criminal Justice	Bachelor of Science degree in Criminal Justice/ Legal Studies/Political Science or relevant technical/professional justice, corrections or law discipline.
Health Care Management (HCM)	Bachelor of Science degree in Health Care Administration/Management, Nursing or relevant technical/professional health care discipline.
Information Technology (IT)	Bachelor of Science degree in Information Technology, Computer Science, IT Engineering, or relevant technical/professional IT discipline.
Managerial Leadership (ML)	Bachelor of Science degree in Business Administration, Management or relevant business/management discipline.
Bachelor of Arts or other baccalaureate degrees in relevant disciplines may be considered equivalent based on evaluation by, and approval of, academic services department personnel.	

2. A current professional résumé.
3. Two professional letters of recommendation which discuss the professional experiences or academic strengths of the applicant in his/her selected area of emphasis.
4. A completed Goals and Objectives Questionnaire.
5. An international applicant must provide an attestation of English proficiency completed as part of the student's undergraduate degree documentation.

Upon receipt of the documents listed above, the program administrator (or designee) will conduct an interview to determine the applicant's acceptance into the program. The program administrator (or designee) will complete a Student Evaluation Form as an objective assessment to determine whether the applicant will be accepted into the MS in Management program. The MS in Management applicant must receive at least the minimum score on the Student Evaluation Form. A copy of this form is available from the admissions department staff.

After the interview, one of the following actions will take place:

- » The interviewer will recommend acceptance and the registration process will be completed
- » The applicant will be encouraged to take specific undergraduate coursework or to gain professional experience before reapplying for admission into the program.

- » As a condition of an international applicant's acceptance into the program, the student may be required to provide an official copy of the Test of English as a Foreign Language (TOEFL) report with a minimum score of 500 (paper), 173 (computer) or 79 (Internet); or a comparable International English Language Testing System (IELTS) score on the IELTS – Academic version.

Based on individual circumstances, the program administrator may grant conditional acceptance to the MS in Management program. Any student admitted conditionally will need to meet all conditions prior to the last day of the student's first quarter in the program. If the student does not meet the conditions prior to the last day of the first quarter, the student will be withdrawn from the program. Candidates seeking entrance into our master's programs may not apply more than once per quarter.

**MASTER'S DEGREE PROGRAMS TRANSFER OF CREDIT AND WORK EXPERIENCE POLICY**

A minimum of 50 percent of total masters' credits must be completed at GU/MSB; remaining credits may be earned through a combination of transfer credits from an approved institution or professional work experience as defined in the Transfer of Credit and Professional Work Experience sections of this catalog only. MAT Certification will be accepted towards Muscle Activation Techniques courses. Transfer credits/professional work experience equivalency credit may not be submitted for RS600 or RS651; these courses must be taken as part of the GU/MSB student's program of study. Students must submit their request and supporting rationale for work experience (WE) credit to a school official within their first quarter of enrollment in the program. Within two weeks of their submission, a meeting will be scheduled with the program administration to determine the validity of the request, approval for submission, and a deadline for submitting each request. No requests will be considered that have not been qualified within the first quarter. The determination of whether the work experience packet fulfills the course requirements and grants credit equivalency will be made when the complete packet is submitted within the deadline by the academic services department/program administrator. All determinations are final; no resubmissions will be accepted.

Students who choose to pursue a second master's degree from GU/MSB or Broadview University, a Globe Education Network consortium member, must complete RS657 Business Plan/Project: Secondary Implications. In this course, students are required to create a plan/project that is an extended investigation, application, or future implication of the plan/project they created in RS651. Possible explorations may include, but are not limited to, a summative analysis of their entrepreneurial venture, an investigation of a specific management approach introduced within their RS651 plan/project, a persuasive plan for gaining additional financial support for their business venture or department, a marketing plan for the introduction of a new product line or target market, and other appropriate proposals. Based on individual circumstances, the program administrator will consider petitions for developing a further investigation of a topic that is unrelated to the student's RS651 plan/project.

**GRADUATE DEGREE PROGRAMS RESIDENTIAL STUDENT ENROLLMENT POLICIES**

All students who enroll in an exclusively residential (on campus) graduate program are required to attend three consecutive quarters and be in satisfactory academic standing before they are eligible to request a quarter off. A request for a quarter off must be submitted to the campus dean of education and approved by the campus director. Eligible F-1 Visa students may request only one quarter off per year. These policies must be followed to ensure continuous enrollment in the graduate program, and the assurance that the program courses required for a timely completion of the degree will be available residentially (on campus). These policies do not apply to students who are enrolled in exclusively online graduate programs or who are eligible to take online courses to fulfill up to 50 percent of the program curriculum.

**GRADUATE DEGREE PROGRAMS SATISFACTORY ACADEMIC PROGRESS POLICY**

**GU/MSB Graduate Students**

Federal regulations require GU/MSB to monitor the academic progress of all students towards the completion of their programs. Students' complete academic records are considered, regardless of whether financial aid was received each quarter. This monitoring process is called Satisfactory Academic Progress (SAP).

Academic progress is evaluated each quarter of enrollment using three factors: grade point average, percentage of attempted credit hours completed, and maximum credits of eligibility in which to complete a program. A student's failure to maintain SAP will result in cancellation of the student's eligibility to receive funds from Federal Title IV, institution-based scholarships or other financial aid.

**SAP Requirements**

1. Achieve the Cumulative Grade Point Average (CGPA) required at each evaluation point.
2. Cumulative Maximum Time Frame Completion Rate (CMTF%): Complete and pass the minimum percentage of cumulative credit hours attempted that is required at each evaluation point. CMTF% is calculated as follows:

$$\frac{\text{all successfully completed credits}^*}{\text{all attempted credits}^*}$$

3. \*Credit of applicable courses to current program of enrollment will be considered in the above equation.
4. Complete all degree requirements within 150 percent of the minimum number of credits required to graduate. A student who has attempted 150 percent of the minimum credits required to graduate is no longer eligible for financial aid or eligible to receive the original academic credential for which the student enrolled.
5. A master's degree student is required to complete all 500-level courses within five years of the start date of the student's first program course. An additional two years are available for the student to complete the required 600-level courses. The total maximum time frame in chronological terms is seven years.

6. A doctoral degree student is required to complete all 81 quarter-hour doctorate credits within four years from the time they have completed any required, outstanding 54 quarter-hour credits or semester-hour equivalents at the master's level. All required outstanding credits at the master's level must be completed one year from the time of enrollment to the doctoral program. The total maximum time frame in chronological terms is five years.\*

**Definitions**

Successful completion of a course requires a grade of A, B, or C. A grade of D, F, I, or W does not constitute successful completion of a course. In the case of a class taken more than once, the last grade received will count towards the CGPA and the credits for both attempts will be counted toward credits completed for the completion rate. See below for more detailed information of the effect of grades on SAP.

**Course Withdrawals**

Credits for all courses from which the student has withdrawn after the drop deadline will be counted in the cumulative credits attempted. All dropped courses receiving a grade of W will be counted in credits attempted, but not earned.

**Incomplete Courses**

Credits for all incomplete courses will be counted as credits attempted, but not earned in the quarter of enrollment. Incomplete grades must be completed by the last day of late registration of the subsequent quarter (unless special approval is received from the dean of education/ students). An incomplete grade not completed by the deadline will be changed to an F and will be included in the cumulative grade point average. The final grade awarded for the course will be included in the calculation of the cumulative grade point average.

**Course Repeats**

Credits for all repeated courses will be included in credits attempted for the purpose of determining the satisfactory progress evaluation checkpoint. A student may only repeat an unsuccessful (failed or dropped) course two times, for a maximum of three attempts per course allowed. The last grade received will replace any previous course grade in the calculation of the cumulative grade point average.

**Non-Punitive Grades**

Transfer credit (TR) from other institutions will count towards credits attempted and credits earned. Advanced standing (P), prior learning (PL), audit (AD) and work experience (WE) credits do not impact SAP in either CGPA or credits attempted or earned. The total number of credits awarded will be subtracted from the total program credits in calculating 1.5 times the program length.

**Non-Credit/Remedial Courses**

A student in a non-degree seeking status will not be measured by this policy; however, once the student enrolls as a degree-seeking student and starts the first course toward the degree, the maximum program length of five years will begin.

## GENERAL INFORMATION

### Evaluation Points and Standards

Students are evaluated quarterly. Through the initial 49 percent of the program, a student must achieve a minimum cumulative grade point average of 2.8 and minimum cumulative maximum time frame of 60 percent or be placed on warning. When a student meets the 50 percent mark of attempted credits for program completion, the student must achieve a cumulative grade point average of 3.0 and cumulative maximum time frame of 67 percent or be expelled.

Formal Evaluation Point	Required Minimum CGPA	Required Minimum CMTF%	Result if Standard Not Met
Quarterly evaluations through 49% of program completion*	2.8	60%	Warning*
50%	3.0	67%	Expulsion

\*Please see paragraph titled "Warning" for further information on conditions required for warning.

### Academic Alert

Prior to 50 percent of program completion, a student will be placed on Academic Alert at the end of any quarter in which the student fails to meet either a 3.0 CGPA or 67 CMTF%.

The student will receive written notification within ten business days of the end of the quarter that the student has been placed on academic alert. The academic alert notice will also inform the student what GPA must be achieved and the number of credits that must be successfully completed in order to meet the minimum CGPA and CMTF% required at the next evaluation point. During the quarter the student is placed on academic alert, the student will be able to receive financial aid.

### Warning

A student not achieving the required minimum CGPA (2.8) or CMTF% (60 percent) at a quarterly evaluation point up to 50 percent of program completion will be placed on Academic Warning. A student on warning is eligible for financial aid.

Warning notices will be distributed within ten business days of the end of the quarter. The warning notice will inform a student what GPA must be achieved and the number of credits that must be successfully completed by the end of the warning quarter in order to meet the minimum CGPA and CMTF% required at the next evaluation point. The student will be expected to meet with academic personnel to ensure the student understands the application of satisfactory academic progress standards. Additional support services will be discussed as necessary.

At the end of the warning quarter, if the student meets the minimum standards required by the next approaching evaluation point, the student will be making Satisfactory Academic Progress. If the student does not meet the standards required by the next evaluation point, the student will be expelled. The student will only be allowed one quarter on warning status.

### Expulsion

A student will be expelled from school and financial aid if the student does not achieve the minimum CGPA or CMTF% at an evaluation point that requires expulsion (see Evaluation Points and Standards chart). Expulsion will also occur at the end of the second consecutive warning quarter if the student fails to meet the minimum CGPA or CMTF% required by the next evaluation point. Expulsion notices will be distributed within ten business days of the end of the quarter.

### Financial Aid Expulsion - Extended Enrollment Status

An expelled student may enroll in an extended enrollment status for one quarter to retake courses or to practice skills at which the student was previously unsuccessful. A student in extended enrollment status will be charged the appropriate tuition and fees. The student will remain expelled from financial aid until meeting the minimum CGPA and CMTF% specified for the next evaluation point. The expulsion notice will also inform the student what GPA must be achieved and the number of credits that must be successfully completed in order to meet those minimum CGPA and CMTF% requirements. The student will also be expected to meet with academic personnel to ensure the student understands the application of satisfactory academic progress standards. Additional support services will be discussed as necessary.

Courses taken while a student is in extended enrollment status will count as credits attempted in the CMTF% calculation. Repeated courses will replace any previous course grade in the CGPA calculation. In no case can a student exceed the maximum time frame/maximum credits limit (150 percent of the program's length), either as a regular student or in an extended enrollment status, and receive the original credential for which the student enrolled.

### Reinstatement

If a student demonstrates during the quarter of extended enrollment status that the student is academically and motivationally prepared to continue in the program, the student will be reinstated as a regular student and placed on warning for one quarter, provided the student earned a minimum quarter GPA of 3.0 and completion rate of 67 percent during the extended enrollment. However, the student will remain expelled from financial aid until meeting the minimum CGPA and CMTF% required for the next evaluation point. A student will be dismissed from school if the student fails to demonstrate during the quarter of extended enrollment status that the student is academically and motivationally prepared to continue in the program and/or does not earn a minimum quarter GPA of 3.0 and completion rate of 67 percent during the extended enrollment quarter.

**APPEAL PROCEDURE AND MITIGATING CIRCUMSTANCES**

A student who disagrees with the application of the Satisfactory Academic Progress standards may appeal in writing to the dean of education/students. The student must file the appeal within two weeks after being placed on warning or expulsion.

A campus appeals committee will determine if a change in status is justified. The decision of the appeals committee is final and may not be appealed further. The dean of education/students may waive interim Satisfactory Academic Progress standards for circumstances of personal injury, poor health, family crisis or other unusual and significant occurrences outside the control of the student. The student is responsible for submitting a written request. Mitigating circumstances must be documented, and the student must demonstrate that such circumstances had an adverse impact on the student's satisfactory progress in the academic program. No waivers will be granted for graduation requirements. The student will receive written notification of the committee's decision within five days from the date the student submitted all requested documentation.

**TRANSFER STUDENTS**

For those courses that apply and are accepted toward the student's program, only the credits associated with those courses will be transferred, not the grades. As such, the transferred credits will be counted in the CMTF% calculation. Credits at the Master's level are accepted or transferred only if a grade of B or higher was earned.

**GRADUATION REQUIREMENT**

In order to graduate, a student must attain an overall 3.0 cumulative grade point average and complete the program within 150 percent of the maximum time frame/maximum credits.

# PROGRAM INFORMATION

## PROGRAMS

This chart displays the GU/MSB campuses where each program is currently offered. Programs offered may change between catalog printings; please check with an individual campus or refer to any addenda to the current catalog for the most current information.

- |                      |                               |                           |                  |
|----------------------|-------------------------------|---------------------------|------------------|
| AP = Appleton        | GOL = GU-Online Division      | MOL = MSB-Online Division | SF = Sioux Falls |
| BC = Brooklyn Center | LC = La Crosse                | MP = Minneapolis          | WA = Wausau      |
| BL = Blaine          | LK = Lakeville                | PL = Plymouth             | WB = Woodbury    |
| EC = Eau Claire      | MD = Middleton (Madison West) | RF = Richfield            |                  |
| ER = Elk River       | ME = Madison East             | RO = Rochester            |                  |
| GB = Green Bay       | MH = Moorhead                 | SC = St. Cloud            |                  |

Note: GOL is the online division of Globe University – Woodbury and MOL is the online division of Minnesota School of Business – Richfield

Doctoral Degree Programs	Campus Locations																				
	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB
Programs																					
Doctor of Business Administration (DBA)														*							

Master's Degree Programs	Campus Locations																				
	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB
Programs																					
Master of Business Administration (MBA)							*						*	*							
Master of Business Administration (MBA) includes the following program options:																					
No emphasis							*						*	*							
Accounting emphasis							*						*	*							
Finance emphasis							*						*	*							
Human Resource emphasis							*						*	*							
Legal Administration emphasis							*						*	*							
Marketing emphasis							*						*	*							
Public Administration emphasis							*						*	*							
Technology Management emphasis							*						*	*							
Master of Science in Health Fitness Management							*						*								
Master of Science in Management							*						*	*							
Master of Science in Management includes the following emphases:																					
Criminal Justice							*						*	*							
Health Care Management							*						*	*							
Information Technology							*						*	*							
Managerial Leadership							*						*	*							

PROGRAMS

Bachelor of Science Degree Program		Campus Locations																				
Programs	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Accounting	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Business Administration	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Business Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Business Management includes the following emphases:																						
Agricultural Business	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Finance	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hospitality Management	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Human Resource Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Marketing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Salon and Spa							*		*				*			*		*	*		*	
Criminal Justice				*		*	*	*		*	*		*						*	*		
Forensic Accounting	*		*		*		*			*			*	*	*	*	*					*
Game and Application Development																	*					
Health Care Management	*	*	*	*	*		*		*		*		*			*	*	*	*	*	*	*
Exercise Science							*			*			*		*			*				*
Information Technology		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*			*	*
Mechanical Engineering Technology																						*
Nursing (BSN)																	*					
Paralegal	*	*	*	*	*	*	*			*	*	*	*	*		*	*	*		*	*	*
Software Application Development		*	*	*		*	*	*	*		*		*			*	*	*			*	*
Veterinary Technology Management											*					*						*

Associate in Applied Science Degree Programs		Campus Locations																				
Programs	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Accounting and Tax Specialist	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Architectural Drafting and Design																						*
Business Administration	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Criminal Justice				*		*		*		*	*								*	*		
Engineering Drafting and Design																						*
Exercise Science							*			*			*		*			*				*
Information Technology		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*			*	*
Internet Marketing		*	*	*		*	*		*			*	*		*	*	*	*			*	*
Logistics Management													*			*	*	*				*
Management Accounting	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Massage Therapy	*	*	*	*	*	*		*	*	*	*	*			*		*	*	*	*	*	*
Medical Administrative Assistant	*	*	*	*	*	*		*		*	*	*				*	*	*	*	*	*	*
Medical Assistant	*	*	*	*	*	*		*	*	*	*					*	*	*	*	*	*	*
Mobile Application Development		*					*			*	*		*			*	*		*			*
Paralegal	*	*	*	*	*	*	*			*	*	*	*	*		*	*	*		*	*	*
Veterinary Technology	*	*	*	*	*	*		*	*	*	*	*			*		*	*	*	*	*	*

Diploma Programs		Campus Locations																				
Programs	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Business Administrative Assistant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Legal Administrative Assistant	*	*	*	*	*	*				*	*			*		*		*		*		*
Massage Therapy	*		*	*	*	*		*	*	*	*	*			*		*	*	*	*	*	*
Medical Assistant	*					*																
Medical Administrative Assistant	*	*	*	*	*	*			*	*	*	*				*	*	*	*	*	*	*

Certificate Programs		Campus Locations																				
Programs	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Internet Marketing							*						*									
Mental Health Technician		*									*					*	*					*
Mobile Application Development				*			*						*			*						*

## OBJECTIVES

The primary objective of the Doctor of Business Administration (DBA) degree program is to provide advanced, graduate education in management for local, regional, national, and international business and management professionals. The program will provide Master of Business Administration (MBA) prepared business leaders/managers with increased knowledge of highly-developed concepts and contemporary applications of management practices, which will enable them to effectively synthesis these two elements to create innovative research-based management models, strategies, and solutions. The DBA curriculum includes current case studies, applied research methodologies, persuasive communication techniques, simulations, and practicum experiences as a basis for each student's final applied-research project in a management topic. Graduates will be prepared for advanced or executive management positions within their current profession; additionally, they will have the qualifications to pursue business and management instructor opportunities at a range of post-secondary education and advanced management training institutions.

The DBA program is designed for mid- to upper-level business leaders/managers who are motivated to advance their positions in management by increasing their ability to lead people in complex, multi-faceted decision-making processes that impact organizations and/or departments. Master's prepared professionals will be able continue their pursuit of graduate education by engaging in a seamless transition from their MBA degree toward a terminal degree. The design of our dynamic, practitioner-driven DBA program enables professionals to build their academic expertise and workplace experience concurrently.

The program's curriculum presents students with a 54 quarter-hour credit MBA foundation, followed by 81 quarter-hour credits at the doctorate level that are comprised of advanced management topics and participatory research strategies that can be applied in many industries in various management applications. Each student will adapt and implement practices addressed in each course to their specific organization while focusing on their specific research area. For their final research project, each student will be able to further develop his/her newly-acquired knowledge and specifically-designed workplace applications by generating an evidence-based business management solution.

The goal of this program is to prepare graduates who are able to accomplish the following:

- 1) Create strategies so individuals and team members can address complex, multi-faceted workplace dilemmas.
- 2) Synthesize contemporary management principles to adapt and apply to specific industries or institutions.
- 3) Generate and persuasively communicate research to develop effective business/management solutions.
- 4) Develop communication strategies for complex topics to be understood by multiple-level, diverse professional associates, subordinates, supervisors, and work groups.
- 5) Integrate effective business management models in a global environment, as well as in specific industries or organizations.

Applicants should carefully review all doctorate degree admissions requirements, academic information, satisfactory academic progress policies, and statute of limitations for this advanced, terminal degree as listed in the graduate degree programs section of this catalog.

All DBA students will be required to have successfully completed a total of 135 graduate level quarter-hour credits as follows:

### Master of Business Administration (MBA) Core Requirements

- » DBA program applicants are required to hold an MBA, which was earned within the past 10 years from an institution accredited by an agency recognized by the U.S. Department of Education at the time of admission to the DBA program or who is able to complete any outstanding required master's level courses within less than four quarters. Applicants who have earned an MBA as specified beyond the past 10 years will be considered based on continuous management experiences.
- » To fulfill the program's business administration master-level core requirements, a minimum of 54 quarter-hour credits or semester-hour equivalents must be fulfilled.
- » Each applicant's sequence of courses at the master's level will vary based on the MBA degree of each applicant at the time of admission to the doctoral program.
- » All admissions' requirements and transfer of credit policies are listed on page 48 and 49 of this catalog.

**Master's (MBA) Minimum Credit Requirement**

**54**

## DOCTORATE (700 – 800 LEVEL) CORE REQUIREMENTS\*

Class #	Class Name	Credits
<b>Advanced Management Explorations</b>		
MG701	Ethics of 21st Century Leadership	5
MG705	Management Models for the 21st Century Workforce	5
MG710	Resources: Development and Stability	5
MG715	Organizational Development and Strategic Planning	5
MG801	Applications of Transformational Leadership**	5
MG805	Applications of Global Workforce Initiatives**	5
MG815	Strategic Planning Applications**	5
<b>Advanced Management Minimum Credit Requirement</b>		<b>35</b>
<b>Management Solutions:</b>		
<b>Integration of Applied Research Methods with Business Decision Processes</b>		
RS700	Participatory or Applied Research Strategies for Business Solutions	5
RS720	Participatory or Applied Research Strategies	5
RS725	Effective Communication and Applications of Evidence-based Decision Making	6
RS750	Research Applications in the Workplace**	10
<b>Management Solutions Minimum Credit Requirement</b>		<b>26</b>
<b>DBA Research Project</b>		
RS800	Participatory or Applied Research: Final Project**	10
RS850	Final Research Project: Future Implications**	10
<b>DBA Research Project Credit Requirement</b>		<b>20</b>
<b>Doctorate Core Minimum Credit Requirement</b>		<b>81</b>
<b>Master's (MBA) Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>135</b>

## NOTES

- » \*Students must achieve a grade of "B" or better in all 700-800 level courses to graduate from the program.
- » \*\*These courses have a practicum component, in which the student will work under the direction of the course instructor and guidance of their professional/workplace mentor. The specific graduate-level practicum activities are aligned with the course description, objectives, and evaluation methods as identified on each course syllabus.
- » While the doctoral program is accredited through ACICS, the Department of Education and the Council for Higher Education only recognizes this accreditation through the master's level. Therefore, the Doctor of Business Administration program is not eligible for federal student aid programs, as described in Title IV of the Higher Education Act.

## MASTER OF BUSINESS ADMINISTRATION

54 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The primary objective of the MBA degree program is to provide graduate education for local, regional, national, and international professionals who want to advance their positions by increasing their knowledge of management. A student can complete the MBA exclusively online and/or through on-campus opportunities. The curriculum prepares students to address the four primary managerial challenges of the twenty-first century: 1) ensuring fiscal stability, 2) maintaining meaningful communications, 3) upholding legal and government regulations and 4) generating research to develop effective business solutions. The program prepares students for middle and upper management positions in a variety of industries, as well as for small business development and entrepreneurship and increases students' abilities to interpret and create business strategies.

The MBA degree program at Globe University/Minnesota School of Business is designed for working professionals who hold undergraduate degrees in various disciplines. MBA students apply business and leadership principles addressed in each course to their professional workplace/industry through a number of exercises and assignments incorporated in the curriculum. During the last two quarters of the six-quarter program, students focus on best management practices for their chosen industries and disciplines, including biotech industries, engineering, finance, health care services, information technology and project management. This intrinsic aspect of the MBA program makes it uniquely suitable for professionals who want to advance their leadership and management positions within specific industries.

The goal of this program is to prepare graduates who are able to:

- 1) Synthesize financial data for decision-making and recommend strategies applicable for their workplace and industry.
- 2) Evaluate approaches used to communicate complex concepts, including those that impact teamwork and motivation.
- 3) Assess the legal and ethical challenges facing organizations today and choose strategies that uphold governmental regulations.
- 4) Generate and persuasively communicate research to develop effective business management solutions.
- 5) Integrate effective business concepts for management positions, small business ownership, and entrepreneurship in a global environment.

**CORE REQUIREMENTS**

(Graduate course descriptions begin on page 68 of this catalog.)

Class #	Class Name	Credits
MG510	Managerial Communications*	4
MG531	Team Work/Group Management Tools	4
MG601	Strategic Management	4
RS600	Research and Business Project Development	4
RS651†	Business Plan/Project**	5
<b>Total Core Requirement Minimum Requirement</b>		<b>21</b>

**ELECTIVES/AREA OF EMPHASIS**

Eight MBA program options are available. Based on their area or areas of interest, students will choose one of the following options: no emphasis, accounting emphasis, finance emphasis, human resource emphasis, legal administration emphasis, marketing emphasis, public administration emphasis or technology management emphasis.

**NO EMPHASIS ELECTIVES**

Students must select one course from each of the following seven groups to complete a minimum of 33 elective credits:\*\*\*

**Group 1 (Accounting/Finance):**

AC505	Fiscal Resources: Impact on Management	5
AC510	Fiscal Resources Management I*	5

**Group 2 (Information Management):**

AC520	Management Control and Auditing*	4
FN510	Financial Data/Statistics Management	4
ISS10	Information Technology Systems Management*	4
LA510	Legal Information Management*	4
MG520	Marketing Strategies and Information Management	4

**Group 3 (Management Accountability):**

AC550	Fiscal Resources Management II*	5
FN520	Investment Portfolios: Forecasting and Accountability	5
LA520	Legal Research: Administration and Accountability	5
MG525	Sales and Account Management	5
MG545	Human Capital: Two-Sided Accountability*	5
PA520	Public Policy Administration and Accountability	5
TM520	Quality Control: Systems and Accountability	5

**Group 4 (Community Responsibility):**

AC551	Financial Reporting: Contemporary and Emerging Issues	4
MG551	Politics of Leadership in a Global Economy*	4

**Group 5 (Operational Analyses):**

AC553	Taxation and Business Decisions	5
FN553	Case Studies in Financial Analyses	5
LA553	Case Studies in Legal Administrative Management	5
MG553	Case Studies in Marketing Management	5
PA553	Case Studies in Public Administration	5
TM553	Case Studies in Operations Management	5
TM576	Applications of Project Management**	5

**Group 6 (Ethics and Regulation):**

IS577	Case Studies in IT Security Management and Ethics	5
MG552	Case Studies in Business Ethics and Law	5
MG567	Case Studies in Health Care Ethics	5

**Group 7 (Human Resources):**

MG554	Case Studies in Human Resource Management	5
MG565	Case Studies in Health Care Personnel Management	5
MG575	Case Studies in IT Personnel Management	5

**EMPHASES**

Students seeking one of the emphasis options are required to take the following electives for a minimum total of 33 elective credits. All seven emphases are offered at GU-Minneapolis, GU-Online and MSB-Online.

**Accounting Emphasis Electives**

Students seeking an emphasis in accounting must complete the following 33 elective credits:

AC510	Fiscal Resources Management I*	5
AC520	Management Control and Auditing*	4
AC550	Fiscal Resources Management II*	5
AC551	Financial Reporting: Contemporary and Emerging Issues	4
AC553	Taxation and Business Decisions	5
MG552	Case Studies in Business Ethics and Law ^	5
MG554	Case Studies in Human Resource Management^	5

**Finance Emphasis Electives**

Students seeking an emphasis in finance must complete the following 33 elective credits:

AC510	Fiscal Resources Management I*	5
AC551	Financial Reporting: Contemporary and Emerging Issues	4
FN510	Financial Data/Statistics Management	4
FN520	Investment Portfolios: Forecasting and Accountability	5
FN553	Case Studies in Financial Analyses	5
MG552	Case Studies in Business Ethics and Law^	5
MG554	Case Studies in Human Resource Management^	5

**Human Resource Emphasis Electives**

Students seeking an emphasis in human resource must complete the following 33 elective credits:

AC505	Fiscal Resources: Impact on Management^	5
LA510	Legal Information Management*	4
MG545	Human Capital: Two-Sided Accountability*	5
MG551	Politics of Leadership in a Global Economy*	4
MG552	Case Studies in Business Ethics and Law	5
MG553	Case Studies in Marketing Management^	5
MG554	Case Studies in Human Resource Management	5

**Legal Administration Emphasis Electives**

Students seeking an emphasis in legal administration must complete the following 33 elective credits:

AC505	Fiscal Resources: Impact on Management ^	5
LA510	Legal Information Management*	4
LA520	Legal Research: Administration and Accountability	5
LA553	Case Studies in Legal Administrative Management	5
MG551	Politics of Leadership in a Global Economy *	4
MG552	Case Studies in Business Ethics and Law	5
MG554	Case Studies in Human Resource Management^	5

**Marketing Emphasis Electives**

Students seeking an emphasis in marketing must complete the following 33 elective credits:

AC505	Fiscal Resources: Impact on Management ^	5
MG520	Marketing Strategies and Information Management	4
MG525	Sales and Account Management	5
MG551	Politics of Leadership in a Global Economy*^	4
MG552	Case Studies in Business Ethics and Law	5
MG553	Case Studies in Marketing Management	5
MG554	Case Studies in Human Resource Management^	5

**Public Administration Emphasis Electives**

Students seeking an emphasis in public administration must complete the following 33 elective credits:

AC505	Fiscal Resources: Impact on Management ^	5
LA510	Legal Information Management*	4
MG551	Politics of Leadership in a Global Economy*	4
MG552	Case Studies in Business Ethics and Law	5
MG554	Case Studies in Human Resource Management ^	5
PA520	Public Policy Administration and Accountability	5
PA553	Case Studies in Public Administration	5

**Technology Management Emphasis Electives**

Students seeking an emphasis in technology management must complete the following 33 elective credits:

AC505	Fiscal Resource Management ^	5
ISS10	Information Technology Systems Management*	4
ISS77	Case Studies in IT Security Management and Ethics	5
MG551	Politics of Leadership in a Global Economy*^	4
MG575	Case Studies in IT Personnel Management	5
TM520	Quality Control: Systems and Accountability	5

Students will select one course from the following:

TM553	Case Studies in Operations Management	5
TM576	Applications in Project Management**	5

**Total Elective/Emphasis Minimum Credit Requirement** **33**

**Total Program Minimum Credit Requirement** **54**

**NOTES**

- » ^An elective course from within this group, which not part of the emphasis, may be substituted for this course.
- » \*A student may receive a grade of C in only two of the courses that are denoted by an asterisk (\*) after the course name. In all other courses, the student must achieve a grade of B or better to graduate from the program.
- » \*\*RS651 Business Plan/Project and TM576 Applications in Project Management are practicum courses in which the student, under the direction of the course instructor and workplace mentor (as appropriate), will develop the specific practicum activities by following the course objectives and evaluation methods as per the course syllabus.
- » \*\*\*For example, a student with an interest in IT may elect to take all of the courses with an IT focus within the elective groups. Course prerequisites will affect the program sequence. Course recommendations will be made each quarter by the campus academic staff during the registration period; refer to the graduate studies course descriptions in the current catalog and addendum for a summary of each course and the prerequisite requirements. Not all electives are available at all campuses.

**MBA Program Admissions and Academic Policies**

- » Applicants should carefully review all master's program admissions requirements, as well as transfer of credit, work experience, academic and satisfactory academic progress (SAP) policies for the MBA program as listed in the Graduate Degree Programs section of the current catalog and addendum.

**‡Second Master's Degree Program Requirement**

- » Students who choose to pursue a second master's degree from GU/MSB or Broadview University, a Globe Education Network consortium member, must complete RS657 Business Plan/Project: Secondary Implications. In this course, students are required to create a plan/project that is an extended investigation, application or future implication of the plan/project they created in RS651. Possible explorations may include, but are not limited to, a summative analysis of their entrepreneurial venture, an investigation of a specific management approach introduced within their RS651 plan/project, a persuasive plan for gaining additional financial support for their business venture or department, a marketing plan for the introduction of a new product line or target market and other appropriate proposals. Based on individual circumstances, the program administrator will consider petitions for developing a further investigation of a topic that is unrelated to the student's RS651 plan/project.

## MASTER OF SCIENCE IN HEALTH FITNESS MANAGEMENT

55 Credit Hours

Students may enroll to take this program online.

**OBJECTIVES**

The primary objective of the Master of Science in Health Fitness Management (MS in Health Fitness Management) degree program is to provide graduate education for interested health and wellness professionals who wish to advance their knowledge of fitness and human performance. The curriculum includes a focus on Muscle Activation Techniques™ (MAT), an advanced, systematic program that is validated by muscle function assessments. Students will study current case studies, simulations and applications to develop effective strategies and solutions to create optimal muscle fitness and function. Management graduate courses in communications, business and leadership topics will help students advance their current practices and entrepreneurial opportunities in the health and wellness industry. Graduates who complete this program will be eligible for Muscle Activation Techniques™ certification.

The goal of this program is to prepare graduates who are able to:

- 1) Synthesize financial data for decision-making and recommend strategies applicable for their workplace and industry.
- 2) Evaluate approaches used to communicate complex concepts, including those that impact teamwork and motivation.
- 3) Assess the legal and ethical challenges facing organizations today and choose strategies that uphold governmental regulations.
- 4) Generate and persuasively communicate research to develop effective business management solutions.
- 5) Integrate effective business concepts for management positions, small business ownership, and entrepreneurship in a global environment.
- 6) Educate clients and employers within the health and wellness industry on the benefits of Muscle Activation Techniques™.
- 7) Apply advanced muscle activation techniques to improve clients' health and wellness.

**NOTES**

- » ¶The required MAT core courses include a laboratory component/experience that is available in various locations nationwide. These courses will also be offered in Minnesota using a blended weekend/online learning format. See academic information in the current catalog and addenda for details.
- » ¶¶MAT651 is an externship course in which the student, under the guidance of the course instructor and externship site supervisor, will demonstrate their skill, knowledge and ability to apply MAT in a health fitness/wellness environment following the objectives stated in the course syllabus. Approval of a MAT Specialist externship supervisor is required before enrollment.
- » \*A student may receive a grade of C in courses that are denoted by an asterisk (\*) after the course name. In all other courses, the student must achieve a grade of B or better to graduate from the program.
- » \*\*RS651 is a practicum course in which the student, under the direction of the course instructor and workplace mentor (as appropriate), will develop the specific practicum activities by following the course objectives and evaluation methods as per the specific course syllabus.
- » Master of Science in Health Fitness Management program students must complete the required on-site lab hours within the quarter when the lab course is offered and in the specific program sequence. Failure to do so will result in delay of up to one academic year or four quarters for taking future sequenced courses and may result in having to complete the labs at a different location.

**CORE REQUIREMENTS**

(Graduate course descriptions begin on page 68 of this catalog.)

Class #	Class Name	Credits
<b>MAT</b> ¶		
MAT505	Applications and Assessments of Lower Body Muscle	
	<b>Function I</b>	<b>2</b>
MAT515	Applications and Assessments of Lower Body Muscle	
	<b>Function II</b>	<b>2</b>
MAT520	Applications and Assessments of Upper Body Muscle	
	Function I	2
MAT525	Applications and Assessments of Upper Body Muscle	
	Function II	2
MAT530	Muscle Activation Techniques: Intermediate-Level Theory and Application	2
MAT535	Applications and Assessments of Trunk and Spine Muscle Function	3
MAT540	Applications and Assessments of Cervical Spine Muscle Function	2
MAT545	Applications and Assessments of Small Motion Muscle Function	2
MAT600	Muscle Activation Techniques: Comprehensive Review	2
Students will select four credits from the following:		
MG601	Strategic Management	4
MAT651	Externship¶¶	4
<b>Total MAT Minimum Credit Requirement</b>		<b>23</b>
<b>Management</b>		
AC505	Fiscal Resources: Impact on Management	5
MG510	Managerial Communications*	4
MG531	Team Work/Group Management Tools	4
MG552	Case Studies in Business Ethics and Law	5
MG553	Case Studies in Marketing Management	5
RS600	Research and Business Project Development	4
RS651‡	Business Plan/Project**	5
<b>Total Management Minimum Credit Requirement</b>		<b>32</b>
<b>Total Program Minimum Credit Requirement</b>		<b>55</b>

**MS in Health Fitness Management Program Admissions and Academic Policies**

- » Applicants should carefully review all master's program admissions requirements as well as transfer of credit, work experience, academic and satisfactory academic progress (SAP) policies for the MS in Health Fitness Management program as listed in the Graduate Degree Programs section of the current catalog and addendum.

**‡Second Master's Degree Program Requirement**

- » Students who choose to pursue a second master's degree from GU/MSB or Broadview University, a Globe Education Network consortium member, must complete RS657 Business Plan/Project: Secondary Implications. In this course, students are required to create a plan/project that is an extended investigation, application or future implication of the plan/project they created in RS651. Possible explorations may include, but are not limited to, a summative analysis of their entrepreneurial venture, an investigation of a specific management approach introduced within their RS651 plan/project, a persuasive plan for gaining additional financial support for their business venture or department, a marketing plan for the introduction of a new product line or target market and other appropriate proposals. Based on individual circumstances, the program administrator will consider petitions for developing a further investigation of a topic that is unrelated to the student's RS651 plan/project.

## MASTER OF SCIENCE IN MANAGEMENT

54 Credit Hours

Students may enroll to take this program online or residually.

**OBJECTIVES**

The primary objective of the Master of Science in Management (MS in Management) degree program is to provide graduate education for local, regional, national, and international professionals who wish to advance their knowledge of management within specific industries and professions. The curriculum includes current case studies and applications, enabling students to develop effective, research-based management models, strategies and solutions. Program graduates will be prepared for management positions within their current professions.

The MS in Management degree program is designed for working professionals who hold undergraduate degrees and have industry experience in specific disciplines. Through a number of exercises and assignments, students apply business management principles in their workplaces and industries. Throughout the program, students focus on best management practices within their selected emphases: 1) criminal justice 2) health care management, 2) information technology, or 3) managerial leadership.

The goal of this program is to prepare graduates who are able to:

- 1) Synthesize financial data for decision-making and recommend strategies applicable for their workplace and industry.
- 2) Evaluate approaches used to communicate complex concepts, including those that impact teamwork and motivation.
- 3) Assess the legal and ethical challenges facing organizations today and choose strategies that uphold governmental regulations.
- 4) Generate and persuasively communicate research to develop effective business management solutions.
- 5) Integrate effective operations management principles in a global environment, as well as in their specific workplaces and industries.

**CORE REQUIREMENTS**

(Graduate course descriptions begin on page 68 of this catalog.)

Class #	Class Name	Credits
MG510	Managerial Communications*	4
MG531	Team Work/Group Management Tools	4
MG551	Politics of Leadership in a Global Economy*	4
MG601	Strategic Management	4
MG610	Applications of Resource Management**	4
RS600	Research and Business Project Development	4
RS651†	Business Plan/Project**	5
<b>Students will select one of the following courses:</b>		
AC505	Fiscal Resources: Impact on Management	5
AC510	Fiscal Resources Management I*	5
<b>Total Core Minimum Credit Requirement</b>		<b>34</b>

**AREAS OF EMPHASIS**

A minimum of 20 elective credits must be earned from one of the following emphases:

Class #	Class Name	Credits
<b>Criminal Justice</b>		
CJ550	Case Studies of Critical Issues	5
CJ560	Applications of Public and Media Relations	5
CJ570	Case Studies of Budget and Finance	5
CJ580	Applications of Emergency Management and Homeland Security	5
<b>Health Care Management</b>		
MG565	Case Studies in Health Care Personnel Management	5
MG568	Applications of Health Care Administration**	5
And one of the following two options:		
Option 1:		
MG567	Case Studies in Health Care Ethics	5
MG569	Case Studies in Health Care Regulatory Affairs	5
Option 2:		
MG579	Case Studies in Health Care Ethics for Veterinary Practices	5
MG581	Case Studies in Veterinary Regulatory Affairs	5
<b>Information Technology</b>		
IS577	Case Studies in IT Security Management and Ethics	5
IS578	Applications of Information Systems Management**	5
MG575	Case Studies in IT Personnel Management	5
TM576	Applications of Project Management**	5
<b>Managerial Leadership</b>		
MG545	Human Capital: Two-Sided Accountability*	5
MG552	Case Studies in Business Ethics and Law	5
MG554	Case Studies in Human Resource Management	5
MG558	Applications of Operations Management**	5
<b>Total Emphasis Minimum Credit Requirement</b>		<b>20</b>
<b>Total Program Minimum Credit Requirement</b>		<b>54</b>

**NOTES**

- » \*A student may receive a grade of C in only two of the courses that are denoted by an asterisk (\*) after the course name. In all other courses, the student must achieve a grade of B or better to graduate from the program.
- » \*\*MG610 and RS651, and electives IS578, MG558, MG568, and TM576, are practicum courses in which the student, under the direction of the course instructor and workplace mentor (as appropriate), will develop the specific practicum activities by following the course objectives and evaluation methods as per the specific course syllabus.

**MS in Management Program Admissions and Academic Policies**

- » Applicants should carefully review all master's program admissions requirements as well as transfer of credit, work experience, academic, and satisfactory academic progress (SAP) policies for the MS in Management program as listed in the Graduate Degree Programs section of the current catalog and addendum.

**‡Second Master's Degree Program Requirement**

- » Students who choose to pursue a second master's degree from GU/MSB or Broadview University, a Globe Education Network consortium member, must complete RS657 Business Plan/Project: Secondary Implications. In this course, students are required to create a plan/project that is an extended investigation, application or future implication of the plan/project they created in RS651. Possible explorations may include, but are not limited to, a summative analysis of their entrepreneurial venture, an investigation of a specific management approach introduced within their RS651 plan/project, a persuasive plan for gaining additional financial support for their business venture or department, a marketing plan for the introduction of a new product line or target market and other appropriate proposals. Based on individual circumstances, the program administrator will consider petitions for developing a further investigation of a topic that is unrelated to the student's RS651 plan/project.

**ACCOUNTING****AC505 Fiscal Resources: Impact on Management 5 Credits**

Prerequisite: None. This course is for the graduate student who does not have an accounting or finance background. It focuses on fundamental financial and accounting concepts. Studies in fiscal resource management emphasize the interpretation of financial statements and ways in which cost management influence various aspects of a business. Material is presented from a general manager's perspective. Students investigate the development of financial plans and investment strategies, and how those processes influence management decisions.

**AC510 Fiscal Resources Management I 5 Credits**

Prerequisite: None. Students review basic accounting theory and principles and tax accounting management. The course focuses on managerial accounting concepts with an emphasis on budget forecasting and quantitative financial decision-making. The study of financial reports and accounting statements includes an analysis of product costing, long-term assets, liabilities and equity, and investment ratios in the context of national and international economic perspectives. Students investigate the statistical basis for financial forecasting and business investments, with an emphasis on interpretation of those statistics and understanding their impact on local, regional and national business financial decisions and investment strategies.

**AC520 Management Control and Auditing 4 Credits**

Prerequisite: AC510. In this course, students will study management auditing and control systems in business. Topics include the use of internal controls and management policies and measuring and evaluating performance. Students examine Securities and Exchange Commission (SEC) and Sarbanes-Oxley (SOX) compliance issues for businesses.

**AC550 Fiscal Resources Management II 5 Credits**

Prerequisite: AC510 or equivalent. Students examine the fiscal realities of national and international business from macroeconomic and microeconomic viewpoints. Analysis focuses on how to interpret indices, including gross national product (GNP), gross domestic product (GDP), net national product (NNP) and net national income (NNI). The course emphasizes interpretation of those statistics and understanding their impact on local, regional and national business financial decisions and investment strategies, as well as their influence on consumer confidence and the global economy.

**AC551 Financial Reporting: Contemporary and Emerging Issues 4 Credits**

Prerequisite: None. Identifies developing areas in financial accounting and encourages students to research the issues, to think critically, to evaluate alternatives, and to communicate conclusions orally and in writing. The course will address the role of the contemporary accountant, international accounting standards, the future of the Financial Accounting Standards Board (FASB), standard setting and regulation, ethics and other developing issues.

**AC553 Taxation and Business Decisions 5 Credits**

Prerequisite: AC510. In this course, students look at the relationship between managerial decision-making and taxes. Topics include the different types of entities and the impact of tax considerations in business decisions such as corporate structure, reorganization and compensation. The study of the Statements of Standards for Tax Services is also included in the course.

**CRIMINAL JUSTICE****CJ550 Case Studies of Critical Issues and Incidents in Criminal Justice 5 credits**

Prerequisite: MG510. This course will expose the student to critical issues and incidents in the criminal justice field. Students address issues in: citizen complaints, internal affairs, union negotiations, use of force incidents, debriefing tactics, deadly force encounters, and other current related issues.

**CJ560 Applications of Public and Media Relations in Criminal Justice 5 credits**

Prerequisite: MG531. This course will explore effective and appropriate communication in the criminal justice field. Students will review or examine appropriate media relations and how/when it is appropriate to release information. Data privacy will be discussed and the legal ramifications of data privacy violations will be analyzed. This course will also expose students to proper community relations. Best practices for communicating with the public will be explored and assessed.

**CJ570 Case Studies of Budget and Finance in Criminal Justice 5 credits**

Prerequisite: AC505 or AC510. This course will introduce criminal justice budgeting and finance to students. Students will assess case studies on police budgets and finance issues as well as correctional budgets and finance issues. Students will identify and explore the current restraints on public financing and will evaluate methods of preparing a budget for public safety organizations.

**CJ580 Applications of Emergency Management and Homeland Security 5 credits**

Prerequisite: MG531. This course will explore the issues and problems of emergency management. Students will learn about: the logistical planning of an emergency, managing in a high-stress environment, critical decision making, and allocating resources for maximum benefit. Students will also explore proper responses to a terrorist event and will assess the Department of Homeland Security's policies and practices in regards to national security incidents.

**FINANCE****FN510 Financial Data/Statistics Management 4 Credits**

Prerequisite: None. Students will investigate information technology solutions used to manage financial data/statistics and their applications. Research topics include qualitative and quantitative approaches, validity and reliability testing, and related practices.

**FN520 Investment Portfolios: Forecasting and Accountability 5 Credits**

Prerequisite: AC510. Students will review principles of investment used to develop financial plans for individuals and businesses. Through analyses of financial forecasting in a dynamic environment, students will be prepared to create limited risk solutions. They will also examine accountability of financial managers to their clients in a volatile market.

**FN553 Case Studies in Financial Analyses 5 Credits**

Prerequisite: None. Students will examine contemporary case studies in which financial solutions were developed for private and public, mid-size companies to exemplar corporate and government organizations. They will analyze the effectiveness of the solutions and work in teams to evaluate simulated outcomes created by changing several key variables.

## GRADUATE COURSE DESCRIPTIONS

## INFORMATION SYSTEMS

**IS510 Information Technology Systems Management 4 Credits**

Prerequisite: None. The course investigates the concept of the electronic marketplace and an analysis of information management in rapidly changing environments. Research topics include contemporary information technology theories, practices and systems that influence productivity, sales and development. Studies focus on how management of information technology systems and new technologies enable business teams to keep pace with ever-changing, economic forecasts and current changes in the workforce and marketplace.

**IS577 Case Studies in IT Security Management and Ethics 5 Credits**

Prerequisite: None. This course reviews accountability issues related to control and security of data and information management systems. Students examine contemporary case studies in ethical management of knowledge and decision-making systems and analyze outcomes and effects of those systems on the organizations and the public. Finally, students present implications of their analyses.

**IS578 Applications of Information Systems Management\* 5 Credits**

Prerequisite: MG531. Students assess and study development of effective information systems. They then map applications of information management systems for their organizations and departments/units. The mapping includes outlining organizational needs, relationships of IT departments within the organization and organizational frameworks, processes for prioritizing service and system implementation.

## LAW

**LA510 Legal Information Management 4 Credits**

Prerequisite: None. This course examines management of legal information and research in today's dynamic business environment. Students investigate the impact of information technology on legal research systems and accessibility to legal information. They then review contemporary management theories, practices and information technology systems that influence the flow of legal information. The course emphasizes management of legal information and the legal implications of using new technologies.

**LA520 Legal Research: Administration and Accountability 5 Credits**

Prerequisite: AC505 or AC510. Students will explore administrative functions for managing legal research within a range of organizations. By analyzing administrative oversight, students will prepare to design models to organize and manage legal data and documents to demonstrate administrator accountability for internal and external clients.

**LA553 Case Studies in Legal Administrative Management 5 Credits**

Prerequisite: None. Students will review contemporary case studies that use solutions developed for mid-size to corporate, private and public law firms or departments. Investigations include the influence of the organization's mission, clients and culture. Student teams will evaluate simulated outcomes created by changing key variables for several case studies.

## MUSCLE ACTIVATION TECHNIQUES

**MAT505 Applications and Assessments of Lower Body Muscle Function I 2 Credits**

Prerequisite: None. Students will be introduced to Muscle Activation Techniques for the lower body and explore the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in lower body movements and use the assessments to identify areas of muscle weakness. Study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

**MAT515 Applications and Assessments of Lower Body Muscle Function II 2 Credits**

Prerequisite: MAT505. Students will investigate Muscle Activation Techniques for the lower body and examine the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in lower body movements and use the assessments to identify areas of muscle weakness with a focus on the lower extremities. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

**MAT520 Applications and Assessments of Upper Body Muscle Function I 2 Credits**

Prerequisites: None. Students will be introduced to Muscle Activation Techniques for the upper body and explore the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in upper body movements and use the assessments to identify areas of muscle weakness with a focus on the shoulder girdle. Study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

**MAT525 Applications and Assessments of Upper Body Muscle Function II 2 Credits**

Prerequisites: MAT515, MAT520. Students will investigate Muscle Activation Techniques for the upper body and examine the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in upper body movements and use the assessments to identify areas of muscle weakness. Further study includes applications of isolated muscle strength testing, including break testing and neuroproprioceptive response testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

**MAT530 Muscle Activation Techniques: Intermediate-Level Theory and Application 2 Credits**

Prerequisite: MAT525. In this course, students will prepare for advanced Muscle Activation Techniques (MAT) studies. They will comprehensively review MAT theory and the relationship of muscle function to joint stability as it relates to joint mobility. Students will review range of motion in upper body and lower body movements and use the assessments to identify areas of muscle weakness. Further review and assessment will include applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

## GRADUATE COURSE DESCRIPTIONS

**MAT535 Applications and Assessments of Trunk and Spine Muscle Function 3 Credits**

Prerequisite: None. Students will investigate Muscle Activation Techniques for the trunk and spine and explore the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in movements of the trunk and spine and use the assessments to identify areas of muscle weakness in the trunk and spine. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

**MAT540 Applications and Assessments of the Cervical Spine Muscle Function 2 Credits**

Prerequisite: None. Students will investigate Muscle Activation Techniques for the cervical spine and explore the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in movements of the cervical spine and use the assessments to identify areas of muscle weakness in the cervical spine. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

**MAT545 Applications and Assessments of Small Motion Muscle Function 2 Credits**

Prerequisite: MAT525. Students will investigate Muscle Activation Techniques for the hand, foot and temporomandibular joint (TMJ) and explore the relationship of muscle function to joint stability relating to joint mobility. Students will evaluate range of motion in movements of the foot, hand and TMJ and study normal TMJ function versus TMJ dysfunction. They will use the assessments to identify areas of muscle weakness in the foot, hand and TMJ. Further study includes applications of isolated muscle strength testing, palpation of muscle attachment points along with corrective isometrics and reinforcement exercises.

**MAT600 Muscle Activation Techniques: Comprehensive Review 2 Credits**

Prerequisites: MAT530, MAT535, MAT540, MAT545. The course is focused on the successful integration of MAT concepts and practices within the context of health fitness and wellness. Students will complete a comprehensive review of MAT applications, assessments of muscle functions, and corrective isometrics and reinforcement exercises. Further review will include an examination of how series and sequences of MAT can be used to improve muscle strength and agility.

**MAT651 Externship 4 Credits**

Prerequisites: MAT530, MAT535, MAT540, MAT545. This optional capstone course integrates the skills, knowledge and abilities acquired for application of MAT in a health fitness/wellness environment. The emphasis will be on a variety of skills common to professional practitioners in this field. Approval of a MAT Specialist externship supervisor is required before enrollment.

**MANAGEMENT****MG510 Managerial Communications 4 Credits**

Prerequisite: None. The course examines communication of business leaders, who manage the flow of information among themselves, other professionals and their clients. Analysis focuses on using written and oral communications for the effective exchange of ideas and on management's interactions with a range of professional colleagues, including financial advisors, team leaders, sales associates and production team employees. The course also examines challenges diverse virtual mediums and global markets place on managers to effectively present, discuss and negotiate various transactions.

**MG520 Marketing Strategies and Information Management 4 Credits**

Prerequisite: None. Students will study marketing management strategies including market segmentation, consumer behavior and pricing development with an emphasis on qualitative and quantitative methods. Exploration includes using related technologies to collect, analyze and manage the information.

**MG525 Sales and Account Management 5 Credits**

Prerequisite: AC505 or AC510. Students will investigate strategies for planning and managing sales accounts. Topics include budgets, sales forecasts and account management of projects, individual assignments, and sales and marketing departments within businesses. Examination will include management of sales and accounts for marketing firms.

**MG531 Team Work/Group Management Tools 4 Credits**

Prerequisite: None. This course presents an investigation of the effect of cooperation, collaboration and teamwork on workplace climates. Research focuses on ways the management of work groups, as opposed to individuals, contributes to all aspects of development, production and sales. Students explore the dynamics of group behavior in all phases of operations in order to determine essential guidelines that enhance team productivity and meet the expectations and demands of the workplace.

**MG545 Human Capital: Two-Sided Accountability 5 Credits**

Prerequisite: AC505 or AC510. This course provides an in-depth examination of measurement of human capital based on a nonlinear, integrated approach, accounting for elements that balance ROI metrics with qualitative assessments. Studies emphasize the alignment of employee performance with improved recruitment, training and development and retention practices; the relationship of human resources and organizational development; and the balance of human capital investments and accountability.

**MG551 Politics of Leadership in a Global Economy 4 Credits**

Prerequisite: None. This course explores the political context of business, an arena in which leadership qualities define powerful managers. Topics include contemporary theories of control, motivation and persuasive communications, and how to successfully put those theories into practice in diverse work environments. Students research attributes of local, regional, national and international business leaders and analyze their commonalities and distinguishing characteristics. Through the lens of behavioral and human psychological theories, students examine the role and responsibility of the business leader in relation to employee and peer self-efficacy, group dynamics and workplace culture.

**MG552 Case Studies in Business Ethics and Law 5 Credits**

Prerequisite: None. This course enhances the learner's analytical, collaborative and communication skills through the study group approach to examination of case studies in business ethics and law. Student teams study challenges facing business leaders regarding responsibilities to employees and society and legal and regulatory systems that enforce those principles. Team members examine published cases and, through dialogue and negotiation, reach plausible solutions. The investigation concludes with the team's recommendations of ways to address those issues.

## GRADUATE COURSE DESCRIPTIONS

**MG553 Case Studies in Marketing Management 5 Credits**

Prerequisite: None. This course increases the learner's analytical, collaborative and communication skills through examination of published studies in various aspects of sales and marketing management. Students explore the effectiveness of marketing concepts by reviewing local, national and international case studies on topics including product design, promotion, sales account representation and targeted markets, using visual, statistical and analytical approaches. Students develop critical problem-solving skills that apply to various business scenarios and report findings through electronic formats and peer presentations.

**MG554 Case Studies in Human Resource Management 5 Credits**

Prerequisite: None. Students increase individual analytical, collaborative and communication skills through the study group approach as they examine case studies in human resource management for today's diverse work force. Students review and discuss ways to foster teamwork and encourage the clear communication of complex ideas and processes. Through collaboration with peers, students formulate innovative solutions in response to case histories of multi-level human resource management issues, including hiring, bargaining, employee training and professional development. In final analyses teams recommend effective practices for human resource aspects of organizational planning.

**MG558 Applications of Operations Management\* 5 Credits**

Prerequisite: MG531. Students use case studies in various aspects of operations management to create and apply models that maximize individual and team performance and service and product effectiveness and productivity. They then create formative and summative assessments that evaluate strategies used to increase operational effectiveness.

**MG565 Case Studies in Health Care Personnel Management 5 Credits**

Prerequisite: None. This course provides an in-depth review of case studies in contemporary, diverse workforce issues in a variety of health care environments. Students examine current human resource theories and models and published studies on personnel management issues. They then develop simulations and formulate innovative solutions for recruiting, training, and retaining health care personnel.

**MG567 Case Studies in Health Care Ethics 5 Credits**

Prerequisite: None. Students examine ethical considerations and issues that affect ethical relationships between internal and external clients, patients and their family members, and health care personnel. They then analyze the impact of research, technology and global perspectives on ethical decision-making and practices. Discussion topics include the influence of future advances and increasing diversity in global populations.

**MG568 Applications of Health Care Administration\* 5 Credits**

Prerequisite: MG531. Students review organizational theories and models that affect performance, structure and change within health care organizations and departments. Working individually and as team members, students select theories and models, reviewing feasibility within the students' current workplaces and analyzing usability of the theories and models in health care environments.

**MG569 Case Studies in Health Care Regulatory Affairs 5 Credits**

Prerequisite: None. Students explore the scope of legal and government policies on the health care system and on the development of public health care policies. They examine the individual and interrelated effects, from a management and organizational perspective, of local, state, national and international health care regulatory agencies on clients, patients, and health care professionals.

**MG575 Case Studies in IT Personnel Management 5 Credits**

Prerequisite: None. Students review case studies in leadership in corporate, private and public IT organizations. They examine current human resource theories and models and published studies on IT department personnel organization, management, use of outsourced IT personnel and related issues. Students then develop simulations and formulate innovative solutions.

**MG579 Case Studies in Health Care Ethics for Veterinary Practices 5 Credits**

Prerequisite: None. Students examine ethical considerations and issues that affect ethical relationships between internal and external clients, patients and their owners, and veterinary health care personnel. They then analyze the impact of research, technology and global perspectives on ethical decision-making and practices. Discussion topics include the influence of future advances and increasing diversity in global populations.

**MG581 Case Studies in Veterinary Regulatory Affairs 5 Credits**

Prerequisite: None. Students explore the scope of legal and government policies on veterinary practices and on the development of public health care policies. They examine the individual and interrelated effects, from a management and organizational perspective, of local, state, national and international veterinary regulatory agencies on clients, patients and their owners, and veterinary professionals.

**MG601 Strategic Management 4 Credits**

Prerequisites: MG531 and AC505 or AC510 OR MG531 and AC551 or MG551. Students integrate knowledge acquired and applied in core courses to assess and develop strategies at the business unit and/or organizational level. Topics include strategic management models and their implementation, operational understanding of the strategic management processes, and the role of managerial leaders in strategic planning.

**MG610 Applications of Resource Management\* 4 Credits**

Prerequisites: AC505 or AC510, MG554 or MG565 or MG575. Students examine methods that maximize resources through cost-function strategies. They explore the impact of research, development, implementation and maintenance of new services and products on physical, fiscal and human resources. Students then use real time experiences to create models and simulations.

**MG701 Ethics of 21st Century Leadership 5 Credits**

Prerequisites: None. Students analyze the implications and impact of ethics on leaders of various organizations. Methods include simulations and case study analyses to identify ethical management practices and evaluate them within the context of contemporary moral concerns for a range of cultural constructs. Students will also compare transformational leadership to traditional leadership.

## GRADUATE COURSE DESCRIPTIONS

**MG705 Management Models for the 21st Century Workforce 5 Credits**

Prerequisites: None. Students will compare and contrast successful management models presented in case studies for a range of industries. Working in teams, students will create management models as adaptations of a successful model or several principles. They will also construct simulations based on the teams' models.

**MG710 Resources: Development and Stability 5 Credits**

Prerequisites: None. Students will investigate cost function strategies critical to an organization's growth and stability. They will examine variables that impact the development and maintenance of financial, physical, and human resources. Includes an investigation of estimating, forecasting, and control measures used to support an organization's functions, operations, and objectives.

**MG715 Organizational Development and Strategic Planning 5 Credits**

Prerequisites: RS700 or concurrent. Students will examine how an organization's culture and its evolution affect its development, operations, and productivity. They will review case studies that exemplify static versus dynamic environments, and then evaluate the relevance of strategic planning on high-functioning organizations and change management.

**MG801 Applications of Transformational Leadership 5 Credits**

Prerequisite: MG701 or MG705. Students will select an authentic dilemma within their organization in which several principles/attributes of transformational leadership could be applied. They will create and present an adaptation of these principles/attributes to their associates as a strategy to help resolve the dilemma. For peer analysis, students will present the results/reactions based on their perceptions and those of their associates.

**MG805 Applications of Global Workforce Initiatives 5 Credits**

Prerequisite: MG701 or MG705. In collaboration with their workplace/professional mentor, students will identify an effect of the emerging global workforce on a specific aspect of their organization's performance/productivity. They will create a research-based strategy to maximize a positive effect, or to minimize a challenging effect, of the global workforce on this specific aspect of the business.

**MG815 Strategic Planning Applications 5 Credits**

Prerequisite: MG710 or MG715. Students will develop, or adapt, a research tool to improve an element of strategic planning within their organization. Working from the perspective of a participatory researcher, students will conduct an activity to use the research tool. Then, they will analyze the outcome(s) of the activity and the researcher's objectivity while conducting and reporting the results of the activity.

**PUBLIC ADMINISTRATION****PA520 Public Policy Administration and Accountability 5 Credits**

Prerequisite: AC505 or AC510. Students will examine administrative principles used to create organizational structure for public policies. By analyzing public and government environments, students will prepare to maximize performance and functionality of an organization within the scope of public accountability.

**PA553 Case Studies in Public Administration 5 Credits**

Prerequisite: None. Students will investigate contemporary case studies to identify the success of solutions developed for government organizations and they will also evaluate future implications of the solutions. Student teams will assess simulated outcomes created by changing several key variables including a range of political and social factors.

**RESEARCH****RS600 Research and Business Project Development 4 Credits**

Prerequisite: This course must be taken in the second-to-last quarter of the program. Students review the principles of understanding and interpreting research and proposals in all format types: narrative, visual and statistical. They investigate the creation of significant, persuasive articles and plans. Using that knowledge, students examine the influence of written and graphic approaches in electronic and print-copy formats on the presentation of concepts and communication of ideas. Students review technical issues and research ethics while writing individual business plan/project topic outlines.

**RS651 Business Plan/Project\* 5 Credits**

Prerequisite: RS600. Students create business plans/projects. Possible business topics include, but are not limited to, a full proposal for opening a small business, a new management approach introduced within an existing business or department of a large firm, a persuasive plan for gaining financial support, a marketing plan for the introduction of a new product line within an existing department and other appropriate proposals. Instructor approval is required before beginning this design project. A substantial component of the course grade is a final presentation of the project.

**RS657 Business Plan/Project: Secondary Implications\* 3 Credits**

Prerequisites: RS651, permission from the dean of education/students and program administrator. Students who choose to pursue a second master's degree from GU/MSB/BVU are required to create a plan/project that is an extended investigation, application or future implication of the plan/project they created in RS651. Possible explorations may include, but are not limited to, a summative analysis of their entrepreneurial venture, an investigation of a specific management approach introduced within their RS651 plan/project, a persuasive plan for gaining additional financial support for their business venture or department, a marketing plan for the introduction of a new product line or target market and other appropriate proposals. Based on individual circumstances, the program administrator will consider petitions for developing a further investigation of a topic that is unrelated to their RS651 plan/project.

**RS700 Participatory or Applied Research Strategies for Business Solutions 5 Credits**

Prerequisite: Completion of all 500-600 level courses. Students will examine quantitative and qualitative research methods and their adaptations for a participatory, or applied, research project. They will explore research questions relative to their proposed project topic, its scope, and anticipated application. Additionally, they will develop a purpose statement or a primary research question to be used when developing an evidence-based business solution.

**RS720 Participatory or Applied Research Strategies 5 Credits**

Prerequisite: RS700 or concurrent. Students will select research methods for developing business/management solutions. They will identify research strategies and create research instruments, or adapt them from existing resources. Students will also design a concept map, prepare a project timeline, and apply initial research strategies.

## GRADUATE COURSE DESCRIPTIONS

**RS725 Effective Communication and Applications of Evidence-based Decision Making 6 Credits**

Prerequisites: RS720 and MG705 or MG710 or MG715. Students will investigate effective research communication and presentation to evoke an evidence-based decision for a management issue as a basis for adopting a new practice, or to resolve a problem. Methods include simulations and applied activities relevant for a variety of professional, and management student audiences.

**RS750 Research Applications in the Workplace 10 Credits**

Prerequisite: RS725. Under the direction of their workplace/professional mentor, students will conduct their research and complete a draft of their findings aligned with the specifications of their concept map. The course instructor will guide the student's efforts, collaborate with their mentor to track and evaluate the student's progress, and assess the quality of all applications.

**RS800 Participatory or Applied Research: Final Project 10 Credits**

Prerequisites: RS750 and second to the last quarter of study. Students complete the development of their research project under the direction of the course instructor, their professional/workplace mentor, and graduate committee members. Project approval is submitted in the subsequent term, which includes a composite of the instructor's final assessment plus their mentor's and committee members' recommendations.

**RS850 Final Research Project: Future Implications 10 Credits**

Prerequisites: RS800 and last quarter of study. Students create a professional presentation of their findings, or prepare an article of industry journal quality based on their completed doctoral research project. All students are required to defend their research findings to their graduate committee members and to present a relevant aspect of their research to a workplace / related professional audience.

## TECHNOLOGY MANAGEMENT

**TM520 Quality Control: Systems and Accountability 5 Credits**

Prerequisites: AC505 or AC510. Students will analyze control systems for quality assurance throughout all operational phases within a range of industries. By examining project management concepts throughout the life cycle of an operation, students will prepare to design quality control solutions to reflect management accountability across all phases of a process. They will also explore the impact of intra- and inter-departmental collaboration.

**TM553 Case Studies in Operations Management 5 Credits**

Prerequisite: None. Students will examine contemporary case studies on operational solutions developed for mid-size companies to corporate organizations within the technology industries. Analysis will include the effectiveness of the solutions for each step in the operational life cycle; research and development to obsolescence. Student teams will evaluate simulated outcomes created by changing several key variables.

**TM576 Applications of Project Management\* 5 Credits**

Prerequisite: MG531. Students examine project management case studies and implement models that maximize project outcomes, basing selection of strategies on project scope and control, estimates, schedules and costs. They then develop reports that address project assessment, enhanced revision and re-planning.

\*IS578, MG558, MG568, MG610, RS651, RS657 and TM576 are practicum courses in which the student, under the direction of the course instructor and guidance of the workplace mentor (as appropriate), will develop the specific practicum activities by following the course objectives and evaluation methods as per the specific course syllabus.

## OBJECTIVES

The objective of the Bachelor of Fine Arts in Digital Video and Media Production degree program is to provide students with skills and knowledge to create professional video and film productions for various methods of distribution. Students are trained in corporate production, commercial production, and short and feature narrative digital film making. Graduates prepare for entry-level positions and advancement possibilities in the video and film production industry with skills in preproduction, production, postproduction, graphic animation, web distribution, and industry business and management skills, all of which prepare them for the entrepreneurial nature of the video and film industries. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Demonstrate the skills to effectively light, shoot and edit a quality video production.
- 2) Demonstrate story development, visual storytelling and storyboard creation techniques.
- 3) Edit video and audio to effectively convey a concept or story using a nonlinear editing system.
- 4) Create professional quality motion graphics.
- 5) Produce a professional quality media portfolio.
- 6) Produce and broadcast creative video content for a webcast.
- 7) Create a professional short film that clearly and effectively tells a story.
- 8) Demonstrate appropriate written and verbal communication skills.
- 9) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 10) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

## CORE REQUIREMENTS

Class #	Class Name	Credits
BS105	Introduction to Business	5
BS200	Small Business Management	4
DV102	Introduction to Mac OS and Photoshop†	4
DV105	Basic Idea Development and Storyboarding†	4
DV111	Camera Operations and Basic Editing†	4
DV150	Photoshop for NLE†	4
DV160	Advanced Idea Development and Storyboarding†	4
DV165	Field Production and Lighting†	4
DV171	Digital Video Editing FCP†	4
DV181	Audio for Video and Film†	4
DV200	Visual Effects†	4
DV216	Production Management†	4
DV221	Script Writing for Video and Film†	4
DV235	Digital Video Editing Avid†	4
DV240	Color Grading†	4
DV252	Demo Reel Production†	4
DV315	Advanced Field Production†	4
DV320	Animatics and Storyboarding†	4
DV340	Web Animation†	4
DV360	3D Graphics Animation†	4
DV380	Video for Web†	4
DV400	Digital Film Preproduction†	4
DV410	Digital Film Production†	4
DV420	Digital Film Postproduction†	4
DV440	Digital Video Capstone†	4
DV490	BFA Digital Video Internship†()	6
EB310	Entrepreneurship for Creative Arts	4
MC440	Media Management	4
MK205	Marketing	4
MK405	Marketing Research	4
PD255	Career Capstone	1
WD130	Basic Web Design	3
<b>Total Core Minimum Credit Requirement</b>		<b>127</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research (required)	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU130	Spanish I	4
HU145	Global Influence on American Music	4
HU150	Introduction to Literature	4
HU200	Art in the Modern World	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning (required)^	4
NS116	College Algebra I (required)^	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I**	4
NS267	Physics II**	4
NS305	Statistics	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship (required)	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>181</b>

## NOTES:

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*Offered only at the Woodbury, MN campus.
- » †Courses will be taught only at 4545 West 77th Street, Edina, MN, an additional space location.
- » ‡Students who have successfully completed DV270 Internship, graduated and gained relevant work experience may, prior to attempting DV490 BFA Digital Video Internship, apply for Professional Work Experience credit to satisfy the DV490 requirement.

## BACHELOR OF SCIENCE IN ACCOUNTING

182 Credit Hours

Students may enroll to take this program online or residually.

**OBJECTIVES**

The objective of the Bachelor of Science in Accounting degree program is to provide students with the knowledge, technical skills and professional habits required for entry-level positions and future advancement in the accounting field. This program balances specialized education with the development of effective communication, teamwork and critical-thinking skills. Students prepare for careers in private, public and governmental accounting and for assignments including general ledger, payroll, financial analysis, audit, tax preparation, and related areas. General education requirements in the areas of communication, social science, natural science, and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

Graduates of this program are eligible to sit for the Certified Public Accountant (CPA) exam in the state of Minnesota immediately after graduation. Before becoming certified, the graduate must meet other requirements which include earning 45 additional quarter-hour credits of college education. A student who plans on certification in the state other than Minnesota should check with the state's board of accountancy to see if this program and/or individual courses within it meet the state's requirements. This program is also designed to prepare students for the Certified Management Accountant (CMA) exam.

The goal of this program is to prepare graduates who are able to:

- 1) Record business transactions according to Generally Accepted Accounting Principles (GAAP).
- 2) Prepare and analyze financial statements.
- 3) Research, explain and apply federal tax rules and prepare tax returns.
- 4) Identify and apply audit methods and techniques used in practice today.
- 5) Describe and choose management accounting methods and use these methods in making business recommendations.
- 6) Evaluate and consider the effects of alternate investment accounting techniques and prepare consolidated worksheets and financial statements.
- 7) Demonstrate appropriate written and verbal communication skills.
- 8) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 9) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC120	Payroll Accounting	3
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC170	Accounting Systems	3
AC190	Excel for Accounting	3
AC200	Intermediate Accounting I	4
AC250	Intermediate Accounting II	4
AC300	Intermediate Accounting III	4
AC310	Tax I	4
AC320	Audit I	4
AC330	Governmental and Not-For-Profit Accounting	4
AC341	Cost and Managerial Accounting	4
AC350	Tax II	4
AC372	Advanced Accounting	4
AC430	Tax III	4
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS440	Entrepreneurship	4
CL131	MS Office Professional I	3
FN300	Finance	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
Students will select eight credits from the following:		
AC410	Audit II	4
AC450	Certified Management Accounting Review	4
PD350	Practicum	4
<b>Total Core Minimum Credit Requirement</b>		<b>128</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
^Students must complete either NS112 or NS116		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics (required)	4
NS320	Introduction to Decision Systems	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics (required)	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>182</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

Students may enroll to take this program online or residually.

### OBJECTIVES

The objective of the Bachelor of Science in Business Administration degree program is to provide students with the knowledge, technical skills and work habits required for entry-level positions in business and to give them opportunities for career advancement. This program provides a balance of specialized education and credentials for career placement and advancement with effective communication, teamwork and critical thinking skills. Graduates may seek careers in private, public and government sectors in areas of management, marketing and finance. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 2) Prepare and present a marketing plan.
- 3) Analyze and make decisions related to financial management and capital budgeting.
- 4) Assess workplace compliance regulations.
- 5) Compare and contrast management and leadership attributes.
- 6) Develop strategies to make ethical decisions in workplace.
- 7) Demonstrate appropriate written and verbal communication skills.
- 8) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 9) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

### CORE REQUIREMENTS

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS170	Customer Service Strategies	3
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
BS400	Strategic Planning	4
BS440	Entrepreneurship	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
FN300	Finance	4
HR300	Human Resource Management	4
HR440	Change Management	4
MK205	Marketing	4
MK225	Internet Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
Electives approved by dean of education/students and program chair		14
<b>Total Core Minimum Credit Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT-  
AGRICULTURAL BUSINESS**

180 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Bachelor of Science in Business Management degree program is to provide in-depth training for individuals seeking entry- and mid-level employment in the field of business, introducing students to the process of management including planning, organizing, directing and controlling functions of running a business. The program prepares graduates to pursue career opportunities in emphasis areas and provide leadership in their areas of expertise. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Explain key agricultural business concepts.
- 2) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 3) Apply and evaluate key financial elements affecting agricultural business.
- 4) Analyze the advantages and disadvantages of using options, futures, and swaps as financial strategies.
- 5) Develop strategies to make ethical decisions in workplace.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
Area of Emphasis: Agricultural Business		
AG100	Introduction to Agricultural Business	4
AG410	Agricultural Markets and Pricing	3
BS370	Sustainability and Green Technology	4
BS440	Entrepreneurship	4
FN300	Finance	4
FN450	Derivatives	4
MK220	Sales Management	3
MK345	Internet Marketing Strategy	4
Business electives approved by dean of education/students and program chair		7
<b>Total Core Minimum Credit Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT-  
FINANCE**

180 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Bachelor of Science in Business Management degree program is to provide in-depth training for individuals seeking entry- and mid-level employment in the field of business, introducing students to the process of management, including planning, organizing, directing and controlling functions of running a business. The program prepares graduates to pursue career opportunities in emphasis areas and provide leadership in their areas of expertise. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 2) Analyze and make decisions related to financial management and capital budgeting.
- 3) Summarize types of investment strategies and their related uses.
- 4) Analyze the advantages and disadvantages of using options, futures and swaps as financial strategies.
- 5) Develop strategies to make ethical decisions in the workplace.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>AREA OF EMPHASIS: FINANCE</b>		
AC120	Payroll Accounting	3
FN300	Finance	4
FN420	Investments	4
FN450	Derivatives	4
FN480	Investment Portfolios	4
Business electives approved by dean of education/students and program chair		18
<b>Total Core Minimum Credit Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT-  
HOSPITALITY MANAGEMENT**

180 Credit Hours

Students may enroll to take this program online or residually.

**OBJECTIVES**

The objective of the Bachelor of Science in Business Management degree program is to provide in-depth training for individuals seeking entry- and mid-level employment in the field of business, introducing students to the process of management, including planning, organizing, directing and controlling functions of running a business. The program prepares graduates to pursue career opportunities in emphasis areas and provide leadership in their areas of expertise. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Explain key hospitality business concepts.
- 2) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 3) Prepare and present a marketing plan.
- 4) Examine legal aspects in hiring, supervising and retaining employees.
- 5) Develop strategies to make ethical decisions in the workplace.
- 6) Apply hospitality management concepts in the workplace.
- 7) Demonstrate appropriate written and verbal communication skills.
- 8) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 9) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
Area of Emphasis: Hospitality Management		
HI100	Hospitality Management	4
HI300	Hospitality Service Strategies	4
HI310	Event Planning	4
HI330	Food Service Management	4
HR315	Labor Relations	4
HR350	Recruitment and Retention	4
MK330	Service Marketing	4
PD350	Practicum	4
Business electives approved by dean of education/students and program chair		5
<b>Total Core Minimum Credit Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.

**BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT-  
HUMAN RESOURCE MANAGEMENT**

180 Credit Hours

Students may enroll to take this program online or residentially.

**OBJECTIVES**

The objective of the Bachelor of Science in Business Management degree program is to provide in-depth training for individuals seeking entry- and mid-level employment in the field of business, introducing students to the process of management, including planning, organizing, directing and controlling functions of running a business. The program prepares graduates to pursue career opportunities in emphasis areas and provide leadership in their areas of expertise. General education requirements in the areas of communication, social science, natural science and humanities provide analytical and communication skills as well as a global perspective of diverse cultures.

The goal of this program is to prepare graduates who are able to:

- 1) Prepare and present a business plan including a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
- 2) Prepare and present a marketing plan.
- 3) Assess workplace compliance regulations.
- 4) Design and present a training document.
- 5) Develop strategies to make ethical decisions in workplace.
- 6) Demonstrate appropriate written and verbal communication skills.
- 7) Evaluate the quality of multiple viewpoints, arguments and evidence and distinguish between fact and opinion.
- 8) Exhibit social responsibility and examine the diverse cultures and value systems of our global community.

**CORE REQUIREMENTS**

Class #	Class Name	Credits
AC110	Accounting Principles I	4
AC150	Accounting Principles II	4
AC160	Managerial Accounting	4
AC190	Excel for Accounting	3
BS100	Business Mathematics	4
BS105	Introduction to Business	5
BS180	Supervisory Management	4
BS200	Small Business Management	4
BS210	International Business	4
BS280	Business Law	5
BS320	Operations Management	4
BS325	Fraud Examination	4
BS350	Business Analysis Techniques	4
BS380	Project Management	4
CL131	MS Office Applications I	3
CL256	MS Office Applications II	3
FN200	Financial Planning	4
HR300	Human Resource Management	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
<b>Area of Emphasis: Human Resource Management</b>		
BS311	Organizational Behavior	4
HR311	Employment Law	4
HR315	Labor Relations	4
HR350	Recruitment and Retention	4
HR400	Training and Development	4
HR440	Change Management	4
Business electives approved by dean of education/students and program chair		13
<b>Total Core Minimum Credit Requirement</b>		<b>126</b>

## GENERAL EDUCATION REQUIREMENTS

A student pursuing a bachelor's degree is required to earn a minimum of 54 credits from the general education courses listed below, demonstrating a solid grounding in the liberal arts. A minimum of six credits must be earned in each of the following disciplines: communications, humanities, natural science and mathematics, and social science.

Class #	Class Name	Credits
<b>COMMUNICATIONS</b>		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
CM330	Technical Writing	4
<b>HUMANITIES</b>		
HU100	Introduction to Humanities	4
HU121	Film in Society	4
HU130	Spanish I	4
HU145	Global Influences on American Music	4
HU150	Introduction to Literature	4
HU230	Spanish II	4
HU315	World Literature	4
<b>NATURAL SCIENCE and MATHEMATICS</b>		
NS105	Biology	4
NS111	Environmental Issues	4
NS112	Topics in Mathematical Reasoning	4
NS116	College Algebra I (required)	4
NS126	Chemistry Today*	4
NS135	Microbiology	4
NS140	Anatomy and Physiology I	4
NS150	Anatomy and Physiology II	4
NS216	College Algebra II	4
NS259	Pre-Calculus	4
NS260	Calculus	4
NS266	Physics I***	4
NS267	Physics II***	4
NS305	Statistics	4
NS320	Introduction to Decision Systems (required)	4
<b>SOCIAL SCIENCE</b>		
SS103	Global Citizenship	2
SS116	Introduction to Psychology	4
SS140	Interpersonal Relations (required)	4
SS150	Principles of Economics	4
SS205	Sociology	4
SS210	Developmental Psychology	4
SS311	Human Behavior	4
SS360	Abnormal Psychology	4
<b>Total General Education Minimum Credit Requirement</b>		<b>54</b>
<b>Total Program Minimum Credit Requirement</b>		<b>180</b>

## NOTES

- » Students may be required to complete Foundations of Mathematics I (FM051) and/or II (FM052) and Foundations of Writing I (FW051) and/or II (FW052) based upon competency exam scores.
- » Students are required to complete 30 percent of the program at the 300/400 level.
- » \*Offered only at the Richfield, MN campus.
- » \*\*\*Offered only at the Woodbury, MN campus.