

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) 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
Area of Emphasis: Marketing		
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
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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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
Total General Education Minimum Credit Requirement		54
Total Program Minimum Credit Requirement		180

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

17

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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
Total General Education Minimum Credit Requirement		54
Total Program Minimum Credit Requirement		180

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 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 I	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**

18

Electives approved by dean of education/students and program chair

20

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**

18

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
^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
SOCIAL SCIENCE		
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
Total General Education Minimum Credit Requirement		4
Total Program Minimum Credit Requirement		180

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)

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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
Total General Education Minimum Credit Requirement		54
Total Program Minimum Credit Requirement		180

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
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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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
Total General Education Minimum Credit Requirement		54
Total Program Minimum Credit Requirement		180

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 residentially.

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
AAC110	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.

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
Health Care Administration/Human Resources Concentration:		
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
Accounting and Finance Concentration:		
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
Information Technology Concentration:		
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
Marketing and Sales Concentration:		
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
Management and Leadership Concentration:		
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
COMMUNICATIONS		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
CM320	Writing and Research	4
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
^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
SOCIAL SCIENCE		
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		54
Total Program Minimum Credit Requirement		180

BACHELOR OF SCIENCE IN EXERCISE SCIENCE

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
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
MA100	Medical Terminology	4
MK205	Marketing	4
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2

Required Core Minimum Credit Requirements **90**

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
MAT320	Applications and Assessments of Upper Body Muscle Function I*	4
MAT325	Applications and Assessments of Upper Body Muscle Function II*	4
MAT430	Muscle Activation Techniques: Intermediate Level Theory and Application*	4
MAT435	Applications and Assessments of Trunk and Spine Muscle Function*	4
MAT440	Applications and Assessments of Cervical Spine Muscle Function*	4
MAT445	Applications and Assessments of Small Motion Muscle Function*	4
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

Technical Elective Minimum Credit Requirements **36**

Total Core Minimum Credit Requirement **126**

99

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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		54
Total Program Minimum Credit Requirement		180

NOTES

- » 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 courses 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.

Students may enroll to take this program online or residentially.

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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		54
Total Program Minimum Credit Requirement		180

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 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
Total Core Minimum 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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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		54
Total Program Minimum Credit Requirement		180

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 ^{1,2}	6
RN154	Integrative Holistic Care	4
RN156	Health Promotion Across the Lifespan ^{1,2}	6
RN201	Care of the Adult in Illness I	6
RN202	Nursing Pharmacology ¹	4
RN203	Care of the Adult in Illness II	5
RN204	Nurse as Provider of Care ^{1,2}	8
RN206	Holistic Health Assessment ^{1,2}	4
RN302	Nurse as Provider and Coordinator of Care ^{1,2}	8
RN303	Family Health in Nursing	3
RN304	Health Care Issues Across the Lifespan	3
RN305	Care of Children ²	7
RN306	Care of the Child Bearing Family ²	7
RN307	Care of the Critically Ill Patient ¹	4
RN401	Behavioral Health Care ²	7
RN403	Nursing Research and Evidence-Based Practice	3
RN404	Holistic End of Life Care ²	4
RN405	Leadership and Management in Nursing ²	7
RN408	Community Health Nursing ²	7
RN409	Nursing Within a Global Community	3
RN413	Nursing Internship/Professional Role Development ²	7
Total Core Minimum Credit Requirement		127

NOTES

- » ¹ Lab sessions for these courses will be held in the skills lab located at the Richfield, MN campus.
- » ² 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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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
Total General Education Minimum Credit Requirement		54
Total Program Minimum Credit Requirement		181

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.

Students may enroll to take this program online or residentially.

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
LA399	BS Paralegal Internship	6
LA405	Alternative Dispute Resolution	4
LA410	Legal Research II	4
LA420	Litigation II	4
LA425	Legal Writing II	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 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
CJ215	Investigation: Processes and Procedures	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

131

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
^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
SOCIAL SCIENCE		
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
Total General Education Minimum Credit Requirement		54
Total Program Minimum Credit Requirement		185

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 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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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		54
Total Program Minimum Credit Requirement		180

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
COMMUNICATIONS		
CM111	Speech Communications	4
CM121	Composition (required)	4
CM200	Intercultural Communications	4
CM210	Creative Writing	4
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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		54
Total Program Minimum Credit Requirement		191

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
Total Core Minimum Credit Requirement		72
Total Program Minimum Credit Requirement		102

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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		102

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 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
AR106	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
AR206	Materials and Methods II	4
AR215	Building Information Modeling Using Revit	4
AR235	Commercial Drawing and Field Documentation	4
AR246	Commercial Building Codes and Estimating	4
AR256	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
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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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 BUSINESS ADMINISTRATION

92 Credit Hours

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
Total Core Minimum Credit Requirement		62

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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		92

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
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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
^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
SOCIAL SCIENCE		
^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
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.
- » 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
Total Core Minimum Credit Requirement		67

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
^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
SOCIAL SCIENCE		
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
Total General Education Minimum Credit Requirement		30
Total Program Minimum Credit Requirement		97

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
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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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 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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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 EXERCISE SCIENCE

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
Total Core Minimum Credit Requirement		62

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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		92

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
Total Core Minimum Credit Requirement		64

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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		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 INTERACTIVE MEDIA AND GRAPHIC DESIGN

96 Credit Hours

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
Total Core Minimum Credit Requirement		66

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
^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
SOCIAL SCIENCE		
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.

ASSOCIATE IN APPLIED SCIENCE IN INTERNET MARKETING

91 Credit Hours

Students may enroll to take this program online or residentially.

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
Total Core Minimum Credit Requirement		61

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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
Total General Education Minimum Credit Requirement		30
Total Program Minimum Credit Requirement		91

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
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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE AND MATHEMATICS		
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
SOCIAL SCIENCE		
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
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 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
Total Core Minimum Credit Requirement		64

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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.

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
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
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
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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
^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
SOCIAL SCIENCE		
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
Total General Education Minimum Credit Requirement		30
Total Program Minimum Credit Requirement		90

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 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
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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
^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
SOCIAL SCIENCE		
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
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
Total Core Minimum Credit Requirement		62

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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

Total General Education Minimum Credit Requirement 30

Total Program Minimum Credit Requirement 92

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
Total Core Minimum Credit Requirement		64

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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		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 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
LA321	Probate Practice	3
LA323	Bankruptcy	3
LA399	AAS Paralegal Internship	6
PD160	Professional Communications I	4
PD200	Professional Communications II	4
PD225	Applied Ethics	4
PD260	Career Capstone	2
Total Core Minimum Credit Requirement		68

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
^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
SOCIAL SCIENCE		
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
Total General Education Minimum Credit Requirement		30
Total Program Minimum Credit Requirement		98

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
Total Core Minimum Credit Requirement		80

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
COMMUNICATIONS		
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
HUMANITIES		
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
NATURAL SCIENCE and MATHEMATICS		
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
SOCIAL SCIENCE		
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 110

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
Total Program Minimum Credit Requirement		45

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 LEGAL ADMINISTRATIVE ASSISTANT

57 Credit Hours

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

Class #	Class Name	Credits
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
Total Program Minimum Credit Requirement		57

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 MASSAGE THERAPY

55 Credit Hours

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
Total Program Minimum Credit Requirement		55

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 135.

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.

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.

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
	Total Program Minimum Credit Requirement	61

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 (FM052) based upon competency exam.

CERTIFICATE IN ELECTRONIC DISCOVERY

36 CREDIT HOURS

Students may enroll to take this program online.

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

Class #	Class Name	Credits
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
Total Program Minimum Credit Requirement		36

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.

CERTIFICATE IN INTERNET MARKETING

33 Credit Hours

Students may enroll to take this program online.

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
Total Program Minimum Credit Requirement		33

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 support services to primary psychiatric staff and other health professionals. Graduates will be able to provide 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
Total Program Minimum Credit Requirement:		45

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 residentially.

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
Total Program Minimum Credit Requirement		36

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	144
AG	Agricultural Business	144
AR	Architectural Drafting	145
BS	Business	146
CA	Creative Arts	147
CJ	Criminal Justice	147
CL	Computer Literacy	147
CM	Communications	147
DB	Database	148
DV	Digital Video	148
EB	Entertainment Business	150
ED	Engineering Drafting	150
FM/FW	Foundations	151
FN	Finance	150
GA	Game Art	151
GD	Game Development	151
EG	General Engineering	152
GR	Graphics	152
HI	Hospitality Management	155
HM	Health Care Management	153
HR	Human Resource Management	155
HS	Health Fitness	154
HU	Humanities	156
IT	Information Technology	156
KY	Keyboarding	157
LA	Law	157
MA	Medical Assistant	161
MC	Media Communication	161
MK	Marketing and Sales	159
MS	Massage Therapy	159
MET	Mechanical Engineering Technology	160
MT	Medical Technology	161
MH	Mental Health	162
MAT	Muscle Activation Techniques	162
NS	Natural Science and Mathematics	162
NT	Networking	163
PD	Professional Development	165
RN	Nursing	164
SD	Software Development	166
SS	Social Science	165
VT	Veterinary Technology	167
WD	Web Development	169

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.

COURSE DESCRIPTIONS

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.

AR106 Materials and Methods I 4 Credits

Co-requisite: AR115. 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.

AR115 AutoCAD I 4 Credits

Co-requisite: AR106. 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: AR115. 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.

AR165 Introduction to Green Building and LEED 3 credits

Pre-requisite: AR106. Students are introduced to the principles of green construction and LEED as it relates to projects and the working world.

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.

AR206 Materials and Methods II 4 credits

Prerequisite: AR106. Co-requisite: AR215. 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.

AR215 Building Information Modeling Using Revit 4 Credits

Prerequisite: AR106. Co-requisite: AR206. 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.

AR235 Commercial Drawing and Field Documentation 4 credits

Prerequisite: AR215. Co-requisite: AR246. 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.

AR242 Building Systems 3 Credits

Prerequisite: AR110, AR210. Students study the basic design and drafting requirements of Mechanical/Electrical/Plumbing (MEP) systems in buildings.

AR246 Commercial Building Codes and Estimating 4 Credits

Co-requisite: AR235. 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.

AR256 Building Systems 4 Credits

Pre-requisite: AR235, AR215. Students study the basic design and drafting requirements of Mechanical/Electrical/Plumbing (MEP) and structural 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.

COURSE DESCRIPTIONS

AR265 Advanced Commercial Construction Drawings 4 Credits

Prereq: AR215 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.

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.

COURSE DESCRIPTIONS

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.

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.

COURSE DESCRIPTIONS

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.

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.

COURSE DESCRIPTIONS

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 or EB120. 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.

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.

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.

COURSE DESCRIPTIONS

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 TECHNOLOGY

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.

COURSE DESCRIPTIONS

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.

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.

COURSE DESCRIPTIONS

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: NS140. 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.

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 introduced 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.

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.

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.

COURSE DESCRIPTIONS

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.

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.

COURSE DESCRIPTIONS

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.

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.

LA399 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.

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.

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.

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.

COURSE DESCRIPTIONS

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 may use equipment such as: laser cutters, 3-D printers, vinyl cutters, 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.

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.

COURSE DESCRIPTIONS

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.

MUSCLE ACTIVATION TECHNIQUES

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.

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.

COURSE DESCRIPTIONS

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.

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.

COURSE DESCRIPTIONS

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.

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.

COURSE DESCRIPTIONS

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: FM052 or Advanced Standing, NS105. Prerequisite or Concurrent: VT106. 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.

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.

COURSE DESCRIPTIONS

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., University of Illinois – Urbana-Champaign

ERIC BURKE, Art Director for Print
B.F.A., University of Wisconsin-Stout

ANDREW CARSON, Associate Producer/Music Supervisor
A.A.S., Diploma, The Institute of Production and Recording
A.A., Minneapolis Community and Technical College

ASHTYN CREEL, Social Media Specialist
B.S., Utah State University

VIRGINIA DIAZ, SEM Specialist
Diploma, Marinello Schools of Beauty

ED DYKHUIZEN, Marketing Analyst
M.S., University of Chicago
B.A., Carleton College

KATHY HANDLOS, Content Writer
M.B.A., Minnesota School of Business
B.S., University of Wisconsin-River Falls

KRIS JANISCH, Content Writer
B.S., Minnesota State University – Mankato

MICHELLE KNOLL, Content Writer
B.A., University of St. Thomas

SAM KOVAR, Executive Producer
A.A.S., A.A.S., The Institute of Production and Recording

NICOLE LEXVOLD, Director of Earned & Owned Media
B.A., University of Minnesota – Twin Cities
J.D., University of Minnesota Law School

MATTHEW R. MAAS, Director of Photography
Diploma, Electronics Austin VoTech

JOE MANIER, CRO Manager
B.S., Taylor University

BRENT MEYER, Project Manager
B.S., Saint Cloud State University

CHARLES MIDWINTER, Director of Digital Media & Analytics
B.S., University of Minnesota
M.Ed., University of Minnesota

MATT MORISETTE, Production Artist
B.E.S., St. Cloud State University
A.A.S., Globe University

SHAWN NANNE, Production Artist
A.A.S., Minnesota School of Business

SPENCER PETER, Video Editor
A.A.S., Minnesota School of Business

JUSTIN SIMONSON, Social Media Manager
B.S., St. Cloud State University

TROY SHANNON, Digital Specialist

JASON STEMPEL, Paid Search Specialist
B.F.A., – Alfred University, New York
A.S., – Digital Animation and Visual Effects School, Florida

REBECCA WALPOLE, UI/UX Web Designer
B.A., University of Minnesota – Twin Cities

RED WHITE, Marketing Production Manager

CHRISTOPHER WHURR, Art Director for Video
B.F.A., University of Minnesota-Twin Cities
A.A.S., Minnesota School of Business
A.A., Normandale Community College

GLOBE EDUCATION NETWORK CORPORATE OFFICERS & STAFF

Operations

- SAMANTHA BOYD, Accreditation and Application Manager
B.A., Winona State University
- JODI BOISJOLIE-ROSEN, Corporate Manager of Career Services
B.S., A.A.S., Minnesota School of Business
- JEANNE HERRMANN, Chief Operating Officer
M.B.A., Minnesota School of Business
B.A., Hamline University
- NATE HERRMANN, Regional Director
M.B.A., Globe University
B.S., Globe University
- MIKE HUGHES, Director of Military Student Services
A.A.S., Globe University
- ELMER CRAIG MORRIS, Director , Workfoce Development and Training
M.S., Cardinal Stritch University
B.A., University St. Thomas
- CHRISTINE KAREL, Associate Director, Workforce Development and Training
M.A., University of St. Thomas
B.A., Concordia University
- DEE ANN KERR, Regional Director
M.A., Saint Mary's University of Minnesota
B.S., Metropolitan State University
Diploma, Minnesota Institute of Medical and Dental Careers
- ROCKY KLITZKE, Regional Director
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
- DOUGLAS TRUDEAU, Painter/Maintenance Technician

GLOBE UNIVERSITY

Appleton

5045 West Grande Market Drive
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
Onalaska, WI 54650
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

2777 34th Street South
Moorhead, MN 56560
218-422-1000 | 877-373-7855

Plymouth

1455 County Road 101 North
Plymouth, MN 55447
763-476-2000 | 866-476-2121

Richfield

1401 West 76th Street
Richfield, MN 55423
612-861-2000 | 800-752-4223

Rochester

2521 Pennington Drive NW
Rochester, MN 55901
507-536-9500 | 888-662-8772

St. Cloud

1201 2nd Street South
Waite Park, MN 56387
320-257-2000 | 866-403-3333

ONLINE

1401 West 76th Street, Suite 300
Richfield, MN 55423
877-609-8889

CORPORATE OFFICES

8089 Globe Drive, Third Floor
Woodbury, MN 55125
651-332-8000 | 877-325-8080

**APRIL 20, 2015 ADDENDUM TO GLOBE UNIVERSITY / MINNESOTA SCHOOL OF BUSINESS
STUDENT CATALOG V. 39: Effective April 13, 2015**

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.

Pages 59-60: Replace the charts with the following:

Doctoral Degree Programs

Programs	Campus Locations																					
	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Doctor of Business Administration (DBA)														•								

Master's Degree Programs

Programs	Campus Locations																					
	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Master of Business Administration (MBA)							•						•	•								
Master of Business Administration (MBA) includes the following program options:																						
No emphasis							•						•	•								
Accounting emphasis							•						•	•								
Human Resource emphasis							•						•	•								
Marketing 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:																						
Health Care Management							•						•	•								
Information Technology							•						•	•								

Bachelor of Science Degree Programs

Programs	Campus Locations																					
	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Accounting	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Business Administration	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Criminal Justice				•			•	•			•		•							•	•	
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

Programs	Campus Locations																					
	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Architectural Drafting and Design																						•
Business Administration	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Criminal Justice				•		•		•			•								•	•		
Engineering Drafting and Design																						•
Exercise Science							•			•			•		•							•
Information Technology			•	•	•		•	•	•	•			•			•	•	•				•
Internet Marketing							•						•									
Management Accounting	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Massage Therapy	•		•	•	•	•		•	•	•	•	•			•		•	•	•	•	•	•
Medical Administrative Assistant	•	•	•	•	•	•		•		•	•	•				•	•	•	•	•	•	
Medical Assistant	•	•	•	•	•	•		•	•	•	•					•	•	•	•	•	•	•
Mobile Application Development							•						•									
Veterinary Technology	•		•	•	•	•		•	•	•	•	•			•		•	•	•	•	•	•

Diploma Programs

Programs	Campus Locations																					
	AP	BC	BL	EC	ER	GB	GOL	LC	LK	MD	ME	MH	MOL	MP	PL	RF	RO	SC	SF	WA	WB	
Business Administrative Assistant	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•
Massage Therapy	•		•	•	•	•		•	•	•	•	•			•		•	•	•	•	•	•
Medical Assistant	•					•																
Medical Administrative Assistant	•	•	•	•	•	•			•	•	•	•				•	•	•	•			

Certificate Programs

Programs	Campus Locations																					
	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							•						•									



FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

Institution Name Globe University - Moorhead
 City, State Moorhead, MN
 ID 00023885

Duties
AD = Administrative
RA = Recruitment / Admissions
FA = Financial Aid
SS = Student Services
OT = Other

Credential Level
C = Certificate
D = Diploma
OA = Occupational Associate
AA = Academic Associate
B = Bachelor
M = Master

Select One

Select One

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load			Non-faculty Duties or Admin Duties
							A	M	E	
SAMPLE Sally Mae	F	02-01-1998	PT	MBA - Washington University, MO - Business	Intro to Business	B	4	0	2	AD
Rudrud, Yvonne	AD	08-30-2008	FT	A.A.S. - Minnesota School of Business - Business						AD
Block, Erik	AD	06-30-2008	FT	M.F.A. - Minnesota State University, Moorhead - Creative Writing						SS
Iverson, Richelle	AD	10-20-2010	FT	M.B.A. - Minnesota School of Business						SS
Ide, April	AD	06-10-2013	FT	M.L.I.S. - St Catherine University, MN						SS
Andrick, John	AD	08-01-2013	FT	M.A. - Lewis University, IL - Organizational Leadership						AD
Lykken, Rachel	AD	06-09-2014	FT	B.S. - North Dakota State University - Mass Communication/Emergency						FA
Boeshans, Brian	AD	10-09-2013	FT	M.A. - University of North Dakota - Sociology						RA
Dunkel, Sarah	AD	08-05-2014	FT	M.F.A. - Wheaton College, IL - Intercultural Studies						RA



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Select One Select One

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load			Non-faculty Duties or Admin Duties
							A	M	E	
Foss, Jonathan	AD	04-27-2015	FT	M.S. - St Cloud State University, MN - Higher Education Administration						AD
Bricker, Bobbi	F	10-06-2014	FT	M.B.A. - Minnesota School of Business	Accounting Systems, Supervisory Management, Marketing Research, Professional Communication I	B	8	8		AD
Bailey, Nicole	F	01-07-2013	PT	A.A.S. - Globe University - Veterinary Technology	Body System Anatomy and Physiology; Lab Animals, Exotics, and Pocket Pets; Small Animal Nursing and Nutrition; Large Animals	AA	4	4		
Buzick, Erin	F	07-14-2014	PT	M.B.A. - Benedictine University, IL	MS Office Applications II, Professional Communications II	AA				8
Breitzman, Ashley	F	10-06-2014	PT	A.A.S. - Minnesotat School of Business - Massage Therapy	Deep Tissue and Sports Massage Clinic, Condition Specific Assessment Strategies	AA	5	2		
Jorgenson, Jesika	F	01-02-2013	PT	B.S. - Minnesota State University, Moorhead - Communication Studies	Career Capstone	AA				3



FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

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B = Bachelor
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Select One

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Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load			Non-faculty Duties or Admin Duties
							A	M	E	
Mertz, Monty	F	03-30-2015	PT	J.D. - University of North Dakota	Criminal Law and Procedure	B				4
Klocow, Micky	F	03-30-2015	PT	M.S. - North Dakota State University - Statistics	Intro to Decision Making Systems	B				4
Englund, Jamison	F	06-30-2008	PT	D.C. - Northwestern Health Sciences University, MN -	Anatomy and Physiology II	AA	4			
Englund, Kim	F	01-05-2015	PT	Ed. D. - University of North Dakota - Educational Leadership	Global Citizenship	AA				3
Freidig, Seina	F	10-06-2014	PT	M.B.A. - University of Mary, ND	Foundations of Math I, Finance	B				5
Halvorson, Shawn	F	01-05-2015	PT	D.C. - Northwestern Health Sciences University, MN	Anatomy and Physiology I	AA		4		
Lyons, Sara	F	07-08-2013	FT	D.V.M. - Iowa State University	Veterinary Pharmacology, Anesthesiology, Veterinary Clinical Training	AA	10	4		AD
Loegering, David	F	01-06-2014	PT	B.S. - North Dakota State University - Business/Accounting		B				AD
Moran, Monty	F	10-07-2013	PT	B.S. - North Dakota State University - Biology	Exercise Physiology	AA		4		



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Select One

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							A	M	E	
Mulvihill, Toby	F	09-30-2013	FT	Diploma - Minnesota School of Business - Massage Therapy	Swedish Massage, Pregnancy/Special Populations Massage, Massage Clinical Practicum	AA	10	4		AD
Olson, Randi	F	09-26-2013	PT	Diploma - Healing Mountain Massage School, UT - Massage Therapy	Myofascial Release, Introduction to Thai/Energy Work	AA	4	4		
Pearson, Andrea	F	04-01-2013	PT	A.A.S. - Minnesota School of Business - Veterinary Technology	Vetrinary Calculations, Basic Concepts in Physiology and Pharmacology, Dentistry and Clinical Practice	AA	2	4		
Sauer, Forrest	F	01-05-2015	PT	D.C. - Northwestern Health Sciences University, MN - Chiropractic	Pathology for Massage Therapists	AA		4		
Schirmer, Joshua	F	04-06-2009	PT	M.F.A. - Minnesota State University, Moorhead - Composition	Composition, Introduction to Humanities	AA		4	4	
West, Sarah	F	03-30-2015	PT	M.B.A. - North Dakota State University	Advanced Accounting	B			4	
Regan, Leila	F	03-30-2015	PT	M.A. - University of Chicago, IL- Philosophy	Applied Ethics	AA	4			



FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

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Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load			Non-faculty Duties or Admin Duties
							A	M	E	
Tronson, Stacey	F	04-05-2010	PT	J.D. - Creighton University School of Law	Managerial Accounting, Intermediate Accounting I, Management Accounting Strategies, Business Law, Legal Writing I, Bankruptcy	B	10	4	4	AD
Venburg, Harmony	F	07-15-2013	PT	M.Ed. - Minnesota State University, Moorhead - Education	College Algebra	B			4	
Yeager, Theresa Ann	F	11-01-2009	FT	B.S. - North Dakota State University - Veterinary Technology	Imaging, Small Animal Surgical Assisting	AA	9	5		AD
Yliniemi-White, Gail	F	10-01-2008	FT	B.S. - North Dakota State University - Veterinary Technology	Intro to Laboratory Skills, Hematology, Parasitology, Advanced Laboratory Skills	AA	10	4		AD

Globe University - Moorhead Spring Class Schedule During Visit

Code	Course Name	DAYS	Start Time	End Time	RoomNumber	Instructor	Reg.
VT117	Introduction to Laboratory Skills	M W	8:10:00 AM	10:35:00 AM	102	Gail Yliniemi-White	10
AC200	Intermediate Accounting I	M W	8:25:00 AM	10:35:00 AM	204	Stacey Tronson	2
VT236	Small Animal Nutrition and Nursing	M W	8:25:00 AM	10:35:00 AM	103	Nicole Bailey	5
VT176	Veterinary Pharmacology	M W	8:35:00 AM	10:35:00 AM	101	Sara Lyons	10
AC170	Accounting Systems	M W	10:45:00 AM	12:55:00 PM	204	Bobbi Bricker	3
LA240	Legal Writing I	M W	10:45:00 AM	12:55:00 PM	205	Stacey Tronson	3
VT217	Parasitology	M W	10:45:00 AM	12:35:00 PM	102	Gail Yliniemi-White	9
CM121	Composition	M W	1:30:00 PM	3:20:00 PM	209	Joshua Schirmer	2
HS265	Exercise Physiology	M W	1:30:00 PM	3:20:00 PM	206	Monty Moran	5
LA323	Bankruptcy	M W	1:30:00 PM	3:25:00 PM	205	Stacey Tronson	2
PD160	Professional Communications I	M W	1:30:00 PM	3:20:00 PM	204	Bobbi Bricker	4
VT222	Lab Animals, Exotics and Pocket Pets	M W	2:00:00 PM	3:50:00 PM	103	Nicole Bailey	13
AC160	Managerial Accounting	T R	8:25:00 AM	10:30:00 AM	213	Stacey Tronson	4
VT181	Imaging	T R	8:15:00 AM	10:30:00 AM	106	Terri Yeager	4
NS150	Anatomy and Physiology II	T R	8:25:00 AM	10:30:00 AM	205	Jamie Englund	3
VT154	Body System Anatomy and Physiology	T R	8:25:00 AM	10:30:00 AM	103	Nicole Bailey	7
VT232	Advanced Laboratory Skills	T R	8:25:00 AM	10:30:00 AM	102	Gail Yliniemi-White	7
BS180	Supervisory Management	T R	10:40:00 AM	12:25:00 PM	209	Bobbi Bricker	2
MS273	Deep Tissue and Sports Massage Clinic	T R	10:40:00 AM	1:10:00 PM	207	Ashley Breitzman	6
PD225	Applied Ethics	T R	10:40:00 AM	12:25:00 PM	204	Jodi Regan	5
VT211	Hematology	T R	10:40:00 AM	12:25:00 PM	102	Gail Yliniemi-White	3
BS280	Business Law	T R	1:20:00 PM	3:25:00 PM	209	Stacey Tronson	3
MK405	Marketing Research	T R	1:20:00 PM	3:25:00 PM	213	Bobbi Bricker	3
NS140	Anatomy and Physiology I	T R	1:20:00 PM	3:25:00 PM	205	Shawn Halvorson	2
VT276	Large Animals	T R	2:15:00 PM	4:55:00 PM	101	Nicole Bailey	2
FN300	Finance	T	6:00:00 PM	9:25:00 PM	205	Seina Freidig	3
MS115	Swedish Massage	T	8:30:00 AM	1:00:00 PM	201	Toby Mulvihill	1
MS151	Pathology for Massage Therapists	T	1:20:00 PM	5:05:00 PM	204	Forrest Sauer	5
PD200	Professional Communications II	T	6:00:00 PM	9:45:00 PM	204	Erin Buzick	11
VT103	Veterinary Calculations	T	5:45:00 PM	7:30:00 PM	101	Andrea Pearson	2
VT147	Basic Concepts in Physiology and Pharmacology	T	1:20:00 PM	3:50:00 PM	206	Andrea Pearson	11
VT250	Anesthesiology	T	10:40:00 AM	1:10:00 PM	103	Sara Lyons	9
VT267	Dentistry and Clinical Practices	T	8:30:00 AM	12:40:00 PM	101	Andrea Pearson	2
AC405	Management Accounting Strategies	W	5:00:00 PM	9:10:00 PM	213	Stacey Tronson	4
MS156	Myofascial Release	W	9:00:00 AM	1:10:00 PM	207	Randi Olsen	3
NS116	College Algebra I	W	6:00:00 PM	10:10:00 PM	204	Harmony Venburg	9
PD260	Career Capstone	W	6:00:00 PM	9:30:00 PM	212	Jesika Jorgenson	6



ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: Minnesota School of Business doing business as Globe University

Address: 2777 34th St S, Moorhead, MN 56560

ACICS ID Code: 00023885

Campus Classification: Main Additional Location

If an additional location, please provide the following information:

Main Campus Name: Minnesota School of Business

Main Campus Address: 4555-4545 West 77th Street Richfield, MN

Main Campus ID Code: 00011103

History of accreditation with ACICS and with other agencies:

Minnesota School of Business in Richfield, MN is the main campus and has maintained ACICS institutional accreditation under the current ownership which commenced in 1988. Each branch campus has maintained ACICS institutional accreditation since opening.

Minnesota School of Business Medical Assistant Associate in Applied Science degree programs at Blaine, Brooklyn Center, Elk River, Lakeville, Moorhead, Richfield, Rochester, and St. Cloud 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 veterinary technology programs are accredited by American Veterinary 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.

Brief history of the institution:

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 on June 30, 2014.



List of recent (past three years) complaints or adverse actions and current status:

On October 2, 2013, a Class Action Complaint and Jury Demand was filed against Globe University, Inc. and Minnesota School of Business, Inc. (hereafter collectively referred to as Globe), on behalf of five former and current students alleging: 1) violation of the Minnesota Prevention of Consumer Fraud Act; 2) violation of the Minnesota Unlawful Trade Practices Act; 3) violation of the Minnesota Deceptive Trade Practices Act; 4) false advertising; and 5) unjust enrichment. On May 9, 2014, the plaintiffs voluntarily dismissed the Class Complaint pursuant to Rule 41 of the Minnesota Rules of Civil Procedure. In an effort to avoid the cost, expense and uncertainty of litigation, the parties are exploring informal resolution of the claims asserted.

In August 2013, Globe was found liable by a jury for a whistleblower complaint filed on behalf of a former employee in Washington County, Minnesota. The jury awarded the plaintiff roughly \$397,000 in damages, and the court awarded the plaintiff roughly \$510,000 for attorneys' fees. On June 17, 2014, Globe filed to appeal the verdict and on October 15, 2014 oral arguments were made to the Minnesota Court of Appeals; the Court has 90 days to issue a decision regarding the appeal.

On July 22, 2014, State of Minnesota by its Attorney General Lori Swanson (hereafter referred to as AG), filed a complaint against Minnesota School of Business, Inc. d/b/a Minnesota School of Business and Globe University, Inc. d/b/a Globe University (hereafter collectively referred to as Globe), alleging: 1) Prevention of Consumer Fraud Act; and 2) Violations of the Uniform Deceptive Trade Practices Act. Globe intends to vigorously defend the reputation of its schools, students and graduates. In July 2013, Globe received a Civil Investigative Demand from the AG and had been cooperating fully with the AG in providing the requested information. Globe did not receive any notice from the AG prior to the lawsuit being filed, a press release issued and a news conference held. Globe filed its answer to the complaint on August 27, 2014. The discovery process has commenced.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

Consortium Schools

Globe University

Broadview University

Duluth Business University

The Institute of Production and Recording

Minnesota School of Cosmetology

Articulation Agreements

Brown College, Minneapolis, Minnesota

Waldorf College, Forest City, Iowa

ITT Technical Institute, Eden Prairie, Minnesota

Kaplan

Colorado Technical University

Capella University, Minneapolis, Minnesota

Saint Mary's University of Minnesota

Concordia University, St. Paul, Minnesota

List of international activities:

Not applicable.

Description and scope of distance education activities: Hybrid Fully Online

Participation in Federal Financial Aid Programs: Yes No



INSTIUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: John Andrick was hired as the dean of education, effective August 1, 2013. John Andrick was hired as campus director & dean of education, effective March 1, 2014. Brian Boeshans was hired as director of admission, effective October 9, 2013. Jesika McCauley was hired as director of career services, effective January 2, 2013.

Change of Ownership: There are no changes to ownership since the last institutional review.

Program offerings:

<p>Associate degree programs: Accounting and Tax Specialist Business Administration Information Technology Internet Marketing Management Accounting Massage Therapy Medical Administrative Assistant Mobile Application Development Paralegal Veterinary Technology</p>	<p>Bachelor degree programs: Accounting Business Administration Business Management (Ag, Finance, HM, HR, Mktng) Information Technology Paralegal Software Application Development</p>
<p>Certificate programs: Mobile Application Development</p>	<p>Diploma programs: Business Administrative Assistant Massage Therapy Medical Administrative Assistant</p>

Curriculum: Curriculum has been modified over the last eight years. The academic credit analysis has a complete listing of current course offerings at the Minnesota School of Business locations.

Institutional delivery: There are no changes to institutional delivery since the last institutional review.

Other changes: Minnesota School of Business – Moorhead was approved in 2008 and began its first classes in the Summer 2008 term. The campus is approved to offer diploma, certificate, associates, and bachelors. The campus began doing business as Globe University – Moorhead on January 1, 2013; there was no ownership change associated with the name change.

1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and



documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

MISSION AND OBJECTIVES

1.1 How was the mission developed?

The corporate staff of Minnesota School of Business originally developed the mission for all the institutions. Over the years the mission has been changed and updated to reflect the operations of the schools. All employees have the opportunities to express ideas and suggestions for the mission so it becomes a reflection of the way the employees think and feel about the operations of the school.

1.2 State the institution's mission and supporting 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.

1.2.1 Cite where it is found in the catalog.

The institution's vision and mission statement are on page and 7, Volume37 of the February 1, 2014 catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

Each of the strategic objectives supporting MSB's mission statement serves to reinforce the institution's goal of being a leader in career-related education. For example, the "Student Success" objective speaks directly to our goal of providing an educational experience that leads to successful careers for our graduates. Additionally, the "Customer Service" objective recognizes the importance of the employers who hire our graduates as stakeholders in the success of our institution. The remaining objectives ("Employee Success," "Investment Success," "Communication," "Compliance," and "Community



Engagement”) all reflect our commitment to maintaining the human capital resources and infrastructure necessary to help our students meet their short and long-term career goals, and to effectively communicate and engage with stakeholders in the communities where we serve students.

- 1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

Student success – Students complete applied learning projects in their courses, providing them the opportunity to obtain real-world experience, while applying the skills in the classroom and reflecting on the experience. Applied learning projects allow students the opportunity to connect and network with community members and potential employers.

Employee success – Globe University - Moorhead employees are provided ongoing opportunities to attend seminars, webinars, and other trainings sponsored by the organization to allow for personal and professional growth. Additionally, Globe University - Moorhead campus specifically designates funds for employee education. Employees have a tuition benefit with Globe University/Minnesota School of Business and have the ability to take courses, free of tuition charge.

Investment success – Globe University - Moorhead campus employees are invested in student success by offering quality educational experiences to our students through student-focused, technology-driven residential delivery.

Customer service – Globe University - Moorhead employees provide the highest level of customer service throughout the student life cycle to allow students to focus on successfully completing courses, leading to graduation and ultimately finding a job in their career field.

Communication – Globe University - Moorhead employees are committed to continuous improvement of our communication strategies. Staff and faculty seek to effectively communicate with the student body and fellow employees to ensure clear expectations of policy and procedure and serving our students at the highest level possible.

Compliance – Globe University - Moorhead campus maintains a culture of compliance. Employees are effectively trained on policies and procedures to remain compliant with external agencies (Department of Education, ACICS, AVMA, and IACUC).

Community Engagement – Globe University - Moorhead employees actively participate in community engagement activities and network with area business and community leaders. Employees are committed to building connections that lead to potential graduate job opportunities, potential enrollees seeking additional education and training, and potential qualified faculty and staff members to join our team.

- 1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution’s mission.

Faculty: The faculty is the most important component of our operation. It is through them that we meet the objectives of our mission statement. It is also through them that our students are successful. The quality of our curricula and delivery is primarily in the hands of our faculty. Aside from their classroom responsibilities, they are involved in curricular planning and development, book selection, hardware and software selection, and student advising. It is largely through the faculty that the expectations of our students are met.

Financial Resources: The financial resources of Minnesota School of Business(MSB) are allocated adequately to maintain a high standard of maintenance and support services, and to allow the school to competitively seek and acquire qualified faculty and staff.

Personnel: Customer service is one of the reasons students choose to attend Broadview University. We hire high-caliber faculty and support them with experienced management and administrative personnel. We support



our faculty and staff by having adequate resources for them to do their jobs, compensating them adequately for their service, and providing them with professional development opportunities in their fields.

Library: The mission of the library is to provide students with the resources, support, and learning environment necessary to successfully complete the courses in their academic program. In doing so, we provide the students with access to the knowledge and skills required for their careers.

Hardware/Software: The corporate information technology group plays an integral role in ensuring all computer equipment, hardware and software, as well as on-line connectivity, meet today's demanding technical needs. There is a corporate director of technology who ultimately oversees the purchase of technical equipment and assists the campus with its technical needs.

Space Allocation and Room Maintenance: The institution's present locations are large enough to handle both the current student population, as well as allowing for growth. We employ a contracted facilities person during the day to keep our classrooms and facilities clean and in good condition, as well as an evening facilities employee to prepare the building for daily use.

All of the resources above contribute to a comfortable and positive environment where our students actively participate in their educational process. All of the above helps fulfill our mission and responsibility to students.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

The dean of education oversees program chairs in each program area, including: Accounting, Business Administration, Criminal Justice, Information Technology, Health Care Management, Health Fitness Specialist, Massage Therapy, Paralegal, Medical Assistant, and Veterinary Technology.

Each program holds annual advisory committee meetings that provide opportunity for Advisory Committee members to evaluate the program curricula, equipment, facilities, and methods of instruction, and provide feedback based on current industry changes and employer expectations.

All faculty members are required to have a professional development plan which includes opportunities for faculty members to remain current in the vocation or areas that they instruct, as well as enrichment in their andragogical skills. Program chairs and faculty meet annually in person via regional in-services, quarterly via webinars, and once or twice a year during campus visits, where they discuss changes in the program curricula and/or equipment needs and participate in meaningful dialog regarding changes and trends in the industry.

The corporate officers meet monthly to review the strategic business plan, with regional directors providing input collected from campus directors and the campus's leadership teams. During these sessions there is a review of the mission to determine if the institutions are meeting the stated mission and if any changes need to be made to ensure its validity.

Minnesota School of Business's management team meets monthly to report and discuss education, admissions, finances, and operations of the school. At these meetings recommendations are made for additions to the programs currently being offered along with viability information. Based on the mission and scope of the institution, along with the information presented regarding the viability of each program, which includes employment outlook, projected growth, etc., decisions regarding new programs being added to the institution are discussed and/or implemented.

- 1.5 How do degree programs emphasize both the achievement of vocational objectives and general education? Bachelor degree programs require a minimum of fifty-four (54) credits of general education courses. Associate of Applied Science (AAS) degree programs require a minimum of thirty (30) credits of general education courses. These general education credits are divided among communications, social sciences, natural sciences, and the humanities. Students in Bachelor degree programs are required to take a minimum of six (6) credits



from each category, thereby establishing a strong foundation of a well-rounded education. Students in AAS degree programs are required to take a minimum of three (3) credits from each category. All of the general education courses are academic in nature, and provide the student with skills that will be transferable to all vocations and professions.

In addition to the general education courses, students in Bachelor degree programs are required to take a minimum of ninety (90) credits of program-specific courses, with the rest of the credits falling into the course elective category. Students in AAS degree programs are required to take a minimum of sixty (60) credits of program-specific courses. Program specific courses are vocational in nature and provide the student with the necessary skills for success in their chosen career field. The program-specific courses are often lab intensive and require a significant amount of hands-on learning.

- 1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

As we monitor our institutional and organizational outcomes, we will determine whether our mission will need revision; however, at this time we do not anticipate any changes to our mission statement.

INSTITUTIONAL EFFECTIVENESS

- 1.7 How was the campus effectiveness plan (CEP) developed?

The basic template for the CEP was developed by the Globe Education Network (GEN) leadership team in 2004 to assist each campus in evaluation of its data to measure effectiveness. The template has undergone several revisions in the time since its inception, in order to incorporate a newly implemented system for measuring student learning outcomes and ensure compliance with ACICS standards. Although a common template is in place, each campus maintains its own CEP and is responsible for establishing its goals, analyzing data and creating plans for improvement. A campus may add additional outcomes measurements, but must include the five basic elements required by ACICS: retention, placement, graduate satisfaction, employer satisfaction, and student learning outcomes, as well as two additional elements required by GEN: student satisfaction and cohort default rates. Each campus evaluates its performance quarterly and updates the plan yearly.

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 the campus director, director of admissions, community manager and business program chair, director of career services, campus librarian, paralegal and accounting program chair, veterinary technology program chair, resident veterinarian, massage therapy program chair, associate dean of education, and financial aid manager.

- 1.7.1 Who is responsible for implementing and monitoring the plan?

The campus director, John Andrick, is responsible for implementation of the plan.

- 1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year:2014	Rate: Retention Rate: 65.4% (254 – 88)/254 (Adjusted Total Enrollment – Withdrawals)/ (Adjusted Total Enrollment).
	Placement Rate: 68.0%* 34/(52 – 2) (Placed Graduates)/(Total Graduates and Completers – Unavailable for Placement). *2014 data current as of 10/27/14
Year:2013	Rate: Retention Rate: 68.8% (317 – 99)/317 (Adjusted Total Enrollment – Withdrawals)/ (Adjusted Total Enrollment).



Placement Rate: 78.3% $54/(75 - 6)$ (Placed Graduates)/(Total Graduates and Completers – Unavailable for Placement).

Year: 2012 Rate: **Retention Rate: 66.7%** $(396 - 132)/396$ (Adjusted Total Enrollment - Withdrawals)/(Adjusted Total Enrollment).

Placement Rate: 73.8% $62/(88 - 4)$ (Placed Graduates)/(Total Graduates and Completers – Unavailable for Placement).

Explanation (if necessary)

Retention and placement rates for 2013-2014 are not finalized at the time of completing this study. Rates for 2010-2011 have been included to fulfill the three year requirement and will be removed upon finalizing of 2013-2014. Formulae used for each year is representative of the formula used in each respective CAR for that year to calculate the retention and placement rates.

1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

Retention has remained consistent since the campus has opened and have only slightly fallen short of the benchmark campus standard. Slighty improvements have occurred since the 2011-2012 year, pending the outcomes from the current reporting year. 2012-2013 represented a year-over-year increase in retention rate for the first time following a three year period of decline. When compared to similar institutions, the retention rates matched the retention rate (68%) for all ACICS schools in the 2012-2013 reporting year. Retention rates at this campus had previously been slightly below the rate for all ACICS schools. Compared to ACICS schools operating in Minnesota, this campus has reported lower rates for each of the past three reporting years.

Placement has shown gradual improvement over the past three years and has improved year-over-year for four out of the past five years. Placement has consistently exceeded the ACICS benchmark of 70%, as evidenced by the three reporting years listed above. The campus has exceeded the reported rate by all ACICS institutions for the past three reporting years and has exceeded the placement rates for ACICS schools in Minnesota for two of the past three reporting years.

1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 75% Placement: 75%

1.10.1 What factors were taken into consideration when developing these goals?

Retention has hit 75% or higher only once since this campus has opened. There has been inconsistent understanding on what the campus goals for retention have been, and what the campus strategy has been for addressing retention. The current leadership of the campus believes attention on these factors will allow for significant improvement. Additionally, changes in personnel and processes in the financial aid department likely led to increased attrition. A new financial aid manager has been hired and is addressing this factor.

The placement goal reflects the consistent nature with which this campus has previously met the 70% ACICS benchmark. While lower than the 2012-2013 reporting year outcome, the goal reflects expected changes in the way placements will be measured in the upcoming reporting period. Campus leadership anticipates that an adjustment period will be necessary to adapt to new regulation and we may see a slight decline in the overall placement outcome. This goal reflects our belief that, despite that adjustment period, we will still successfully exceed the 70% benchmark.

1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?



As noted, the retention rates reported have been slightly below the 70% benchmark at this campus. Factors which we have attributed these numbers to include: assumptions that have been informally and inconsistently monitored or confirmed, a lack of clearly defined process for withdrawal, and issues with financial aid personnel and processing. Campus leadership expects to gather greater detail regarding the reasons for withdrawal which will allow more defined strategies for addressing retention. Additionally, students requesting to withdraw will be asked to meet with their academic advisor and financial aid in order to equip them with the best possible information regarding the impact of withdrawal and also about the process for re-entry, should the student plan to return.

The education team meets on a weekly basis to discuss student issues and to formulate action items to address those issues. Those action items include the utilization of other key campus personnel including faculty members and staff persons where appropriate. Processes have been put into place for improved tracking of attendance in order to identify at-risk students earlier. Additionally, students are being more thoroughly advised by financial aid of the repercussions of withdrawing.

Campus leadership believes retention was significantly impacted by changes to personnel and process in financial aid. Organizational changes and turnover or experienced financial aid professionals left the campus ill-prepared to manage student needs. Additional support was shifted to the campus to assist with processing and a financial aid manager with extensive experience was hired.

Recent changes in the Satisfactory Academic Progress (SAP) policy have also had an impact. It is now possible for students to be expelled very early in their program due to academic progress. There has been an increase in expulsion rates due to the change; however, we are working to increase communication regarding the policy so students are fully aware that they must take their education seriously beginning their first quarter. SAP is monitored by the associate dean of education on a quarterly basis and follow up is completed periodically with all SAP students throughout each quarter.

Continuous attention is paid to tutoring and academic support services offered by the campus. Students are being encouraged by faculty and staff to begin utilizing academic support early on in the quarter, rather than waiting to react to mid-term evaluation points.

Action has been taken to strengthen placement rates as well. Program chairs and faculty are being further utilized to encourage students to pursue job opportunities upon graduation. These individuals have developed long term relationships with their graduates and often have an easier time connecting with those students. Additionally, the campus is focusing on projected graduates that are two or fewer quarters out from graduation. Those students are being encouraged to begin their job search sooner, rather than waiting until after graduation to begin.

1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

Surveys are distributed to all graduates meeting the definition of “placed” for the purposes of the ACICS Campus Accountability Report. Each graduate receives a survey 30 days after beginning employment. The surveys include a range of questions relevant to the graduate’s experience at the institution, in addition to their preparation for employment in their chosen career field. Survey data are compiled by program quarterly for analysis, with annual aggregate data serving as the primary source of data for the Campus Effectiveness Plan.

b. Level of employer satisfaction

Employer satisfaction is assessed using a methodology that mirrors the graduate satisfaction survey described above. Employers receive a survey 30 days after a graduate begins employment. The survey includes questions that assess the graduate’s career-preparedness in addition to the employer’s interaction with the Minnesota



School of Business Career Services Department. Survey data are compiled by program on a quarterly basis, with annual aggregate data serving as the primary source of data for the Campus Effectiveness Plan.

c. Student learning outcomes

Beginning in the 2010-2011 academic year, Minnesota School of Business implemented a new comprehensive student learning outcomes assessment model across all campuses and academic programs. This model includes course-embedded assessments designed to measure program-level learning outcomes. The assessment instruments in use range from multiple-choice exams, to papers, projects and skill-based assessments. Data are collected from all faculty teaching courses that include a designated learning outcome assessment (LOA), across all Minnesota School of Business Campus locations. From 2010-2011 through 2012-13, faculty reported assessment data through the institution's student information system, CampusVue. Reports were compiled quarterly by program, with the annual aggregate data serving as the primary point of analysis for the CEP. The data included the average percentage score for the assessment, in addition to the percent of students meeting pre-established goals (e.g., 70%). Beginning in 2013-2014, the institution transitioned to using eLumen™ a software program specifically designed for learning outcomes assessment. While the overall assessment model did not change, eLumen provided more detailed assessment data for analysis

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

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 placed graduates.

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.

Results of the survey are compiled and analyzed by campus leadership on a quarterly and annual basis. The analysis is utilized to help develop strategy for the campus as a part of the Campus Effectiveness Plan. Small sample sizes have also driven the need to evaluate data collection strategies to better determine graduate satisfaction.

b. Satisfaction of employers

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.

Results of the survey are compiled and analyzed by campus leadership on a quarterly and annual basis. The analysis is utilized to help develop strategy for the campus as a part of the



Campus Effectiveness Plan. Small sample sizes have also driven the need to evaluate data collection strategies to better determine employer satisfaction.

c. Student learning 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.

1.13 How is the campus effectiveness plan evaluated?

Each campus is responsible for tracking the success of initiatives outlined in the Campus Effectiveness Plan on a year-to-year basis. The effectiveness of the plan is evaluated by examining changes in performance on the key CEP metrics over time. The campus director holds quarterly meetings with the campus management team to evaluate progress toward annual goals.

The Globe University – Moorhead campus CEP committee 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 CEP Committee is composed of the campus director, director of admissions, community manager and business program chair, director of career services, campus librarian, paralegal and accounting program chair, veterinary technology program chair, resident veterinarian, massage therapy program chair, associate dean of education, and financial aid manager and reviews campus, program, and departmental goals and progress. Goals are evaluated and revised as needed based on progress made, changes to campus personnel, budget, and needs of the student population. In addition to plan evaluation, future events and activities related to the goals of the CEP are planned, shared, and assessed by the CEP committee on a quarterly basis. The CEP committee includes the Campus Director, associate deans of education, director of admissions, director of career services, community manager, campus librarian, financial aid manager, and the program chairs.

1.13.1 What is the schedule for evaluation?

Meetings take place during the break that follows each academic quarter. Each quarter's meeting involves the evaluation of the previous quarter's data in order to determine trends, revisiting goals, and amending the CEP. Dependant on the quarter, items are reviewed based on the annual CEP cycle established for the campus. Fall quarter's meeting includes evaluation of reported CAR data. Winter quarter includes ancillary budget planning for the calendar year. Spring quarter includes the beginning of drafting of the new CEP. Summer quarter involves evaluation of network wide strategic goals and develops feedback for the strategic planning process.

2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.



Minnesota School of Business(MSB) is owned by Minnesota School of Business, Inc., a private, postsecondary propriety schools incorporated in the State of Minnesota. The Minnesota School of Business school system is part of an approved consortium of schools within the Globe Education Network (GEN) which includes Globe University, Duluth Business University, Minnesota School of Business, The Institute of Production and Recording and Minnesota School of Cosmetology. MSB is owned by the Terry and Kaye Myhre family. Terry L. Myhre is the sole member of the Board of Directors that governs each campus. Jeff Myhre oversees a management group that manages the day-to-day operations of each campus as well as corporate support operations. The management team consists of the following positions: campus directors, five regional directors, and network directors as follows: director of marketing; director of research and development; director of human resources; director of government and community relations; director of information technology; real estate development manager; director of operations; chief finance officer; chief operating officer; provost and vice-president of network operations. This information can be found on Pages 7 and 222-223, Volume 37 of the February 1, 2014 catalog.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

The department directors and the campus director are in close daily contact with the faculty and staff. Each faculty and staff member has a job description. This job description outlines: job function, responsibilities and the reporting relationship. All new employees complete an online orientation to the organization and have a 90-day evaluation period, and meet with their direct supervisor at the campus to review performance expectations. At this time, the management and the new employee have an opportunity to reinforce the job description, performance expectations, and related standards of measure. Records of these evaluations are kept in each employee's file.

The management team meets weekly, and each administrative department meets weekly or bi-weekly. At these meetings, the campus director or department director communicates expectations and actions required. The team consists of the campus director, dean of education, director of admissions, financial aid manager, and director of career services. The institution operates with an open door policy, where employees have the opportunity to ask questions and provide feedback. Minutes are maintained and shared with appropriate employees from these meetings. We have an in-service training session for faculty at least twice annually. In these sessions faculty are divided into their disciplines and any changes or modifications to programs are introduced, discussed, and clarified. We provide a new instructor in-service training every quarter to orient new faculty with current processes/procedures.

Twice per year, in-services are led by corporate support with a common learning objective and are held regionally to facilitate larger departmental input.

The Globe University – Moorhead campus director's team meets on a weekly basis. Each week, the meeting includes department updates that include discussions of personnel, distribution of duties, responsibilities, and individual performance, as needed. These meetings act as a conduit between the main campus and the local campus for the communication of expectations and development of action items. These meetings are foundational for helping departments and individuals understand the expectations for performance, duties, and responsibilities. The director's team include the campus director, director of admissions, community manager, director of career services, and associate dean of education.

Departments meet on an as needed basis. The education department meets weekly and includes the campus director, two associate deans of education, campus librarian, academic coordinator, and financial aid manager. The admissions department meets on weekly basis and includes the director of admissions and all admissions representatives. The academic leadership team, which includes program chairs, an associate dean of education, and director of career services, meets on a weekly basis. The full faculty meet a minimum of once per quarter.

2.2.1 How is this documented?



Each employee has a signed position description in his/her employee file, along with an acknowledgment of receipt of an employee handbook, a faculty handbook (when appropriate), and performance evaluations for those employed at least one year. Faculty members are evaluated on a quarterly basis through student evaluations and classroom observations. One-on-one meetings take place between faculty members and either the campus director or an associate dean of education to discuss strengths and opportunities for improvement.

Agendas and meeting minutes are maintained for each of the above meetings are distributed as needed to the involved constituents. The distribution of minutes ensures the communication of any expectations, responsibilities, and action items that are developed during the meetings.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

Each faculty member is required to maintain an annual professional development plan. The administration actively promotes the professional development of faculty by supporting faculty to join professional organizations, attend professional conferences, provide further training through quarterly in-service training, and by encouraging faculty to pursue advanced degrees. The Globe Education Network provides tuition reimbursement for faculty who are interested in pursuing their degrees within the system. A degree plan is included with the professional development plan for faculty who choose this route. On a quarterly basis, the dean of education meets individually with each faculty member to assess plan progress (as evidenced by documentation of completed activities) and make changes as necessary.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

Corporate network support works with the campuses to establish policy and guidelines focused on the promotion and understanding of academic freedom at our campuses. The policy, adapted from the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure, establishes our commitment to academic freedom by ensuring that "a faculty member is entitled to the freedom in the classroom in discussing his or her subject, but should be careful not to introduce into his or her teaching controversial matter which has no relation to his or her subject." Network support provides training to the campus deans of education on academic freedom and the deans of faculty are charged with training faculty and protecting academic freedom at the campuses.

2.5 How is the policy for ensuring academic freedom communicated to faculty?

Our formal policy on academic freedom is initially provided to every faculty member at new faculty orientation (which every faculty member is required to attend) and is distributed to faculty annually within the faculty handbook.

2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

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.

The employee grievance procedure is published on pages 48-49 of the employee handbook that is provided to each newly hired employee in the new hire packet sent to the individual after an offer of employment has been made and accepted. The handbook is updated annually and all employees are required to sign an acknowledgement of receipt. The policy is shown in its entirety below:

7.10 Problem Resolution

Effective Date: 12/9/2003

Revision Date: 5/1/2005, 10/1/2009

MSB is committed to providing the best possible working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from MSB supervisors and management.

MSB strives to ensure fair and honest treatment of all employees. Supervisors, managers, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

In situations where employees are in dispute, we encourage the employees to attempt to work through the dispute on their own. If the employees cannot come to some resolve independently, we then ask that the employees turn to their immediate supervisor(s) for guidance.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with MSB in a reasonable, business-like manner, or for using the problem resolution procedure.

If a situation occurs in which an employee believes that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step.

Problem Resolution Procedure



1. Employee presents problem to immediate supervisor within 15 calendar days after incident occurs. If supervisor is unavailable or employee believes it would be inappropriate to contact that person, employee may present problem to Human Resources Department or any other member of management.
2. Supervisor responds to problem during discussion or within 15 calendar days after consulting with appropriate management, when necessary. Supervisor documents discussion.
3. Employee presents problem to Human Resources Department within 15 calendar days, if problem is unresolved.
4. Human Resources Department counsels and advises employee, assists in putting problem in writing, visits with employee's manager(s), if necessary, and directs employee to Vice President of Operations and/or Chief Operating Officer for review of problem.
5. Employee presents problem to Vice President of Operations and/or Chief Operating Officer in writing.
6. Vice President of Operations and/or Chief Operating Officer reviews and considers problem. The employee will be informed of the decision within 30 calendar days, and a written copy of the decision will be forwarded to Human Resources Department for employee's file. The Vice President of Operations and/or Chief Operating Officer has full authority to make any adjustment deemed appropriate to resolve the problem.

Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment, and helps to ensure everyone's job security.

- 2.7 Describe any plans for the improvement of the organization.

Our institution remains committed to implementing an organizational structure that is consistent with the size and composition of our student body. We will continue to be responsive to changes in our student population in order to most effectively serve the needs of our students.

3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

- 3.1. Who is the on-site administrator and what are that person's qualifications for this position?

John Andrick is the campus director. Mr. Andrick has an M.A. in Organizational Leadership from Lewis University, a Bachelor of University Studies from North Dakota State University, and over seven years of progressive leadership in higher education having held positions in scheduling/advising, classroom instruction, registration and records, academic support, and academic leadership.

- 3.2. How does the administration provide for continuous evaluation of the following functions:

- a. Programs of study

The continuous evaluation of programs of study is overseen at the corporate level by the respective Project Director of Curriculum, in conjunction with the discipline's Executive Program Chair (EPC). The Project Director collects recommendations and feedback regarding the programs from EPCs, who have gathered information from local faculty and program chairs.

Program Advisory Committees (PACs) meet for each of the programs listed in the catalog (or available at each campus). The PAC committees are comprised of professionals in the programmatic field of student and typically include one graduate (a graduate is always included for the medical assistant



program, per programmatic accreditation). The primary focus of these meetings is to evaluate curriculum and analyze how prepared graduates are for their careers, based on changes in the industry and employer demands. Secondly, program chairs also query PAC members about the future outlook of their respective organizations and continued communication/behavioral characteristics needed within the field.

Employer and graduate surveys are also conducted by the institution to provide feedback regarding graduate preparedness for the workforce. The survey results are shared at a campus level. Additionally, they may be viewed by the corporate academics support team.

b. Student activity programs

Under the direction of the dean of education, the academic services department provides student activities on campus. The activities are planned with suggestions from students and staff. The students provide feedback in the area of student services in the annual all institution survey. Activities are planned that enhance the educational experiences of our students or promote community within or around the campus. Insert remaining response from campus here.

The Globe University – Moorhead campus provides student organizations that serve a variety of purposes. These organizations include DECA, Business Club, Vet Tech Club, Massage Club, and PIT Crew (Paralegal). Student organizations are utilized to organize outside of classroom learning opportunities, participation in community service activities, and leadership development. Activities take place on and off campus.

c. Guidance services

Under the direction of the dean of education, the academic services department provides guidance to students pertaining to satisfactory academic progress, course scheduling, credit loads, and enrollment in their program of study. Students are advised by the department to ensure that they are taking courses in a beneficial sequence that will lead to a desired graduation date. Insert remaining response from campus here.

The Globe University – Moorhead campus utilizes the chair of each program to provide course scheduling and academic advising, in concert with the academic services department. Program chairs utilize their expertise in the field of study to provide guidance to students. Members of the faculty and Education teams are utilized to provide guidance on academic progress, scheduling, program of study, and enrollment as needed.

d. Financial aid services

The campus financial aid manager and corporate financial aid manager review financial aid procedures on a day-to-day basis. Procedures are discussed and evaluated by the entire financial aid staff and modifications are made based on a complete staff consensus. Internal audits are performed annually with regard to all aspects of the financial aid department. The institution also has an outside independent auditor complete an annual review to ensure compliance to all state and federal regulations. Students provide feedback in this area when they participate in the annual institution survey.

e. Instructional procedures

Instructional procedures are closely monitored by the campus dean of education/faculty, with support from the project director of faculty and applied learning (at the corporate level). Deans of education/faculty are responsible for conducting annual classroom observations, reviewing student evaluations of faculty performance and curriculum, and ensuring that program chairs contact executive program chairs for their discipline to develop and implement new procedures to be utilized in the classroom.



The campus is further supported by the network support academic department through campus visits, training opportunities on teaching methodology, and the development of a common curriculum (which incorporates feedback from the faculty-at-large).

f. Instructional resources

Once the instructional resources required for each program have been determined, the program project director contacts the executive program chairs and campus program chairs to assist campuses in determining how to obtain the resources. In addition, the academic manager and the academic manager of faculty and applied learning collaborate to ensure that the faculty on each campus is trained on program-specific software requirements and other instructional technologies.

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

All professional staff members with degrees listed in the institutional catalog have evidence of their credentials in their instructional files kept in the dean of education/faculty's office.

3.4. What records are kept relative to the following areas:

a. Financial aid activities

Each student enrolled in school has a financial aid file. All students complete the Federal Funds Sign off Form. Students that do not want to apply for financial aid will indicate on the Federal Funds Sign Off that they have chosen at this time not to apply for financial aid. Students who have applied for financial aid will have the following records in their file:

- b) Award Letter
- c) ISIR
- d) Entrance Counseling documentation
- e) Exit Counseling documentation
- f) School Financial Form
- g) Federal Funds Sign Off
- h) FA –Electronic Communication Policy
- i) Verification documentation if required
- j) Promissory Note if student is receiving a loan
- k) Loan Authorization if student is receiving a Federal Direct Loan
- l) Loan Budget Worksheet if student is receiving a loan
- m) NSLDS Printout

b. Admissions

Admissions retains an enrolled student's enrollment agreement, admissions information including but not limited to FERPA and other required acknowledgments. Immunization records are kept for campuses operating in states with immunization requirements. Program acceptance requirements listed in the catalog at the time of enrollment are retained. Scholarship information would be retained if the scholarship is contained within the admissions section of the online application.

c. Curriculum

Minnesota School of Business maintains a website containing all current syllabi. Faculty and administration have access to these syllabi with a password. Approval letters from the Accrediting Council for Independent Colleges and Schools (ACICS) are maintained by the campus director and all academic council committee minutes are kept by the dean of education.

Our curriculum is further enhanced by our faculty members' continuous engagement in using community resources. Activities such as field trips, guest speakers, and experiential learning



opportunities take place at all campuses across the curriculum to ensure that students are exposed to professionals and work environments related to their field of study. Documentation of these pre-approved activities is retained by the dean of education at each campus.

Our master syllabi, developed by the Project Directors of Curriculum Development, serve as part of our commitment to a common curriculum. These are available to faculty electronically on our internal SharePoint site (some deans of education may also distribute paper copies of the master syllabus). Once a faculty member reviews the master syllabus and course materials, he or she develops a syllabus addendum, which specifies the course calendar, classroom management requirements, and grading criteria unique to the individual course. The dean of education is responsible for reviewing and retaining a copy of each master syllabus and syllabus addendum that has been distributed to students each quarter.

A review of the curriculum for each program takes place on a quarterly basis using a variety of methods. Most commonly, Executive Program Chairs (EPCs) hold quarterly meetings with their respective program chairs as it relates to the program. In addition to these meetings, faculty also have the ability to submit curriculum or program recommendations via our SharePoint site for the EPC team to review. Changes are then discussed by the team of regional Executive Program Chairs and the discipline's Project Director of Curriculum Development, and agreed upon for implementation. In addition, faculty members participate in an annual in-service activity delivered by network support, where feedback on the curriculum is also solicited. After considering the feedback received, the EPCs and Project Director of Curriculum Development determine what changes they wish to propose to academic council, which meets quarterly and consists of representatives of each departmental unit. Documentation of the formal curriculum committee meetings is maintained by the dean of education at each campus.

d. Guidance

Documentation of guidance activities are maintained in student record folders. The dean of education oversees the guidance of students through their programs of study. Tutor request forms and learning agreements are kept in student academic files.

e. Library or instructional resources

The records of the library holdings and instructional resources are in our public catalog. There is a record of each item, the call number and the owning campus.

f. Instructional supplies and equipment

The dean of education maintains an inventory of instructional supplies and equipment.

g. School plant

With 30 campuses within the Globe Education Network (GEN) consortium of schools, including five Minnesota School of Business locations, maintaining the buildings, classrooms, furniture, grounds, parking areas, machinery and other physical facility requirements is a full-time process. The Globe Education Network has a strong corporate staff based at the corporate offices in Woodbury, MN, to service the facilities. The ultimate goal is to ensure that the GEN buildings are safe.

Routine maintenance or minor building operational issues are covered by the internal staff. Major issues are routed through the corporate staff so that the appropriate service firm can be immediately contacted. The corporate staff is available on a 24/7 basis to be prepared for emergency situations.

This facilities area is also responsible for supervising new construction, remodeling of existing spaces and build-outs of new space in buildings as campus growth dictates. The team is charged with ensuring



that all work meets the building and occupancy codes that exist in the locale where the campus is located; particularly with regard to fire, safety and sanitation.

h. Faculty and staff

Faculty personnel files are kept in a locked file cabinet in the dean of education's office. All faculty files contain at a minimum:

- ACICS Data Sheet
- Resume
- Certificates and Licenses (as necessary)
- Job Description
- Employee, Faculty and Student Handbook Acknowledgement Form
- Official Transcripts
- Faculty Professional Development Plan
- Faculty Development Plan Documentation
- Course Survey Results
- Introductory and Annual Reviews
- ABHES Data Form or CAAHEP forms F-6, F-7, F-8 (if applicable)
- Blood borne Pathogens Training Certificate (if applicable)
- Hepatitis B documentation (if applicable)
- Course Observations by dean of education/faculty and/or program chairs

Staff personnel files are kept in a locked file cabinet in the campus director's office. All staff files contain at a minimum:

- ACICS Data Sheet
- Resume
- Job Description
- Employee and Student Handbook Acknowledgement Form
- Official Transcripts
- Certificates and Licenses (as necessary)
- Staff Development Plan
- Staff Development Plan Documentation
- Introductory and Annual Reviews
- ABHES Data Form (if applicable)
- Blood borne Pathogens Training Certificate (if applicable)
- Hepatitis B documentation (if applicable)
- Performance Appraisals
- Documentation of Professional Development

i. Student activities

Student records are maintained not only in the Campuses software system but also scanned into Image Now, an electronic file repository. These records are kept indefinitely.

Students within their first quarter have a paper file that is reviewed to assure all admission paperwork is complete and scanned into Image Now. Once the student completes their first quarter and the dean has verified that it is scanned into Image Now, the record is shredded.

j. Student personnel

Student worker employee files contain the student worker's application, background check approval confirmation, signed copy of the Student Worker Expectations training form, and record of any performance improvement plans that may have been created. Student worker I9 forms are completed



by the director of career services and kept in the career services office. Student workers complete hard copy timecards weekly, which are approved by the campus librarian and stored in student worker employee files. The campus librarian keeps electronic record of student worker hours which is housed on the campus shared drive in the Library folder. Each day the student worker on duty fills out the Student Worker Job Duties checklist and turns it in to the campus librarian. The campus librarian maintains a Student Worker Policies and Procedures Manual, which also houses completed Student Worker Job Duties checklists and Student Worker Project request forms. This manual is stored in the Library desk. Tutors are hired and managed as student workers for purposes of record keeping. The same employee records are kept for student tutors, with the exception of Student Worker Job Duties checklists and Student Worker Project request forms.

k. Campus Accountability Reports

All annual Campus Accountability Reports are maintained electronically on Sharepoint. A copy of back-up documentation is located with the report.

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

The software application, ImageNow, is used as the Globe Education Networks' document management system. Data from captured documents is automatically extracted and indexed to create a link to the appropriate existing record. The organization has a way to organize all related documents, retrieve and view any record with a single click and route them electronically for additional action or approval (Perceptive Software, n.d.).

The organization of student files includes active, graduate and withdrawn student files and has in the past been maintained for five years from the last date of attendance. The active, graduate, withdrawn and cancelled student files are now kept on file in the CampusVue software system and are scanned into ImageNow, that is connected to CampusVue. ImageNow data falls under two areas, the electronic files themselves as well as the database that stores all of the metadata about each of those electronic files. Each portion has its own method of backup/recovery. Replays of the ImageNow data are completed once a day at 11:59 PM and those are kept for 12 weeks at which point they expire and a new one replaces the oldest one. In addition to SAN's replay technology the Data Protection Manager (DPM) for backups is also completed. Through DPM the files are recoverable to within 30 minutes of a failure through a series of twice a day snapshots and 30 minute synchronizations. The DPM data is stored locally at the Woodbury site for up to 7 days and simultaneously at the Richfield site for 32 days and then written off to tape where it is never overwritten. All Financial records and reports are secured in locked file cabinets. The entire campus, including the administrative offices where the records are maintained, is protected by an overhead sprinkler system. All electronic file data that is stored electronically is stored indefinitely, in the university's database, CampusVue, and the electronic file system, ImageNow.

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Not applicable.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."



ADMISSIONS REQUIREMENTS

Minnesota School of Business admits only students who have high school diplomas or the equivalent (GED or a degree from a postsecondary institution accredited by an accrediting agency recognized by the United States Department of Education) to diploma, associate of 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 the catalog, and who meets program admission standards, will be admitted to a graduate program. A graduate 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. A student with a diploma or associate degree from Broadview University, Globe University/Minnesota School of Business, The Institute of Production and Recording, Duluth Business University or Northwest Technical Institute who enrolls or re-enrolls at Minnesota School of Business is exempt from the diploma, associate of applied science, or bachelor's degree program required admissions 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.

ADMISSIONS STANDARDS

Program Requirements

An applicant must satisfy one of (a-e) below:

a) Achieve minimum score on the Accuplacer test administered at MSB as indicated for the selected program:

Programs Reading Comprehension Sentence

Skills Arithmetic

All 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 the 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 Minnesota School of Business (MSB), Globe University/Minnesota School of Business (GU/MSB), 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.

3.7. What grading system does the campus employ to indicate student progress?

Grading

The purpose of training at 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 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.

N (Restricted to Keyboarding only) (0): The N grade may be given to a student who has satisfactorily completed the production requirements of the class and has accomplished a speed level above 75 percent of minimum requirements, but below 100 percent. The student may advance to the next level course with a grade of N. Failure to achieve the minimum speed requirements in the subsequent quarter will result in an F grade for the subsequent quarter. The N grade for the preceding quarter will remain until the student has met the minimum speed requirement for that course. The satisfactory completion of a higher level keyboarding class automatically upgrades an N grade to a C. A student not required to take the full keyboarding sequence must successfully complete all required keyboarding classes in the student's program prior to graduation.

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 (0): 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 MSB.



W Withdrawal (0): Indicates that a student has withdrawn from the course prior to 75 percent of the scheduled class meeting sessions.

WE Work Experience (0): 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 (0): Indicates that a student has withdrawn from the course prior to 75 percent of the scheduled class meeting sessions due to military commitments.

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

One 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.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

A physical transcript is maintained for all students for a period of five years from their last date of attendance and an electronic copy is maintained indefinitely both in the CampusVue database but also in ImageNow, an electronic file repository.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The following transcript legend is printed on the back of each page of a student's transcript. A copy of the transcript legend is shown below.

THE PAPER IS WHITE WITH A BLUE BACKGROUND AND THE WORD "VOID" APPEARS WHEN PHOTOCOPIED. RAISED SEAL NOT REQUIRED.

Date: _____

MSB
Minnesota School of Business
1201 - 2nd Street South
Waite Park, MN 56387
www.msbtcollege.edu

The Family Educational Rights and Privacy Act provides that this transcript will not be released to any other person or agency without written consent of the student. This official transcript is available on secure paper and must not be altered or tampered with.

Student: _____ Student ID: _____ DOB: _____ Original Start Date: _____ Student GPA: _____

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
OFFICE OF THE REGISTRAR						TRANSCRIPT INFORMATION					
Blaine Campus 3880 Pleasant Ridge Drive NE • Blaine, MN 55449 • (763) 225-8099 Brooklyn Center Campus 5910 Shingle Creek Parkway • Brooklyn Center, MN 55430 • (763) 566-7777 Elk River Campus 15500 195th Avenue SW • Elk River, MN 55330 • (763) 867-7000 Lakerville Campus 17685 Juniper Path • Lakerville, MN 55844 • (855) 892-4000 Moorhead Campus 2777 34th Street South • Moorhead, MN 56560 • (218) 432-1000 Plymouth Campus 1455 County Road 101 North • Plymouth, MN 55447 • (763) 476-2000 Richfield Campus 8401 West 76th Street • Richfield, MN 55423 • (612) 863-2000 Rochester Campus 2221 Fernington Drive NW • Rochester, MN 55901 • (507) 816-0000 St. Cloud Campus 1201 2nd Street South • Waite Park, MN 56387 • (202) 217-2000						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 Adult (0): Indicates that the student obtained this course and received no credit for the course. B Good (3.0): Indicates a good level of proficiency, a strong indicator of career success. C Satisfactory (2.0): Indicates a satisfactory level of achievement, an overall 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 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. FV Fail: Indicates that a student has failed this course and, in a subsequent quarter, has retaken the course and successfully completed all requirements. FI Fail: Indicates unsatisfactory performance in a required course. The student must repeat that course a minimum of once prior to graduation. FD Fail/Drop (0): Indicates that a student has dropped a class after the 75 percent completion point of the scheduled session 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 an 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 student education. 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 that deadline, it will be changed to an F and will be included in the cumulative grade point average. N (Restricted to Keyboarding only) (0): This N grade may be given to a student who has satisfactorily completed the production requirements of the class and has accomplished a speed level above 75 percent of minimum requirements, but below 100 percent. The student may advance to the next level course with a grade of N. Failure to achieve the minimum speed requirements in the subsequent quarter will result in an F grade for the subsequent quarter. The N grade for the preceding quarter will remain until the student has met the minimum speed requirement for that course. The satisfactory completion of a higher level keyboarding class automatically upgrades an N grade to a C. A student not required to take the full keyboarding sequence must successfully complete all required keyboarding classes in the student's program prior to graduation. P Proficiency through Advanced Standing: Indicates that the student has earned credits for the 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, exceeding 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 MSB. W Withdrawal (0): Indicates that a student has withdrawn from the course prior to 75 percent of the scheduled class meeting sessions. 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.					

0 Indicates Retaken Course
R* Indicates Retaken Outside
Not official unless signed by registrar
* Indicates Assistant Course when moving between Programs

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?



ImageNow data falls under two areas, the electronic files themselves as well as the database that stores all of the metadata about each of those electronic files. Each portion has its own method of backup/recovery that we currently utilize.

For records received at the corporate headquarters, active student records and reports are secured in locked, fireproof file cabinets. The entire campus, including the administrative offices where the records are maintained, is protected by an overhead sprinkler system.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

Electronic Files:

We have several means of recovering electronic records that are stored in ImageNow depending on the severity of the loss that occurs. Our first method of recovery, in the event that we suffer some sort of corruption or loss of data, would be through the use of our Storage Area Networks (SAN) Snapshot capabilities. We take snapshots of the ImageNow data daily and we keep those snapshots for 1 week at which point they expire and a new one replaces the oldest one. We also simultaneously take a snapshot every week on Friday that is kept for 4 weeks at which point the oldest snapshot is overwritten by the newest snapshot. In addition to our SAN's replay technology we utilize Data Protection Manager (DPM) for traditional backups to Disk and Tape. Through DPM, the files are recoverable to within 15 minutes of a failure through a series of twice a day snapshots and 15 minute synchronizations. We store the DPM data locally in Woodbury for up to 7 days and simultaneously store DPM at our Minnesota School of Business-Richfield, MN location where data is kept for 15 days and then written off to tape where it is never overwritten.

Database Files:

Database backups consist of several methods as well. For quick recovery we do full database backups on a nightly basis and supplement those backups with 15-minute log backups allowing us to restore the DB to within 15 minutes of a problem. We keep those backups on our SAN for a maximum of 7 days at which time they are dropped and overwritten with the newest backups. We also simultaneously utilize DPM to back up the database backups. As with the ImageNow files these DPM backups are available for up to 7 days at the Globe University-Woodbury, MN site and up to 32 days at our Minnesota School of Business-Richfield, MN location where they are then written to tape and removed from the system and never written to again.

3.9. How long are student records maintained by the campus?

Hard copy files are maintained for a minimum of five years. After five years from the student's last date of attendance, the file is purged of most paperwork, with the exception of the student transcript, the ledger card, and a copy of the student's diploma, if applicable. These documents are maintained indefinitely. All file data is also stored electronically, indefinitely, in the institution's database, CampusVue, and electronic file repository, ImageNow.

3.10. Describe any plans for improvement in the administration.

Our institution plans to continue to rely on qualified and well-trained administrators who will continually evaluate and improve the institution's administrative functions.



4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

ADMISSIONS REQUIREMENTS

Minnesota School of Business admits only students who have high school diplomas or the equivalent (GED or a degree from a postsecondary institution accredited by an accrediting agency recognized by the United States Department of Education) to diploma, associate of 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 the catalog, and who meets program admission standards, will be admitted to a graduate program. A graduate 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.

4.1.1 Does the policy differ based on the credential awarded or program of study?

Admission requirements policy stays the same, dependent on the program of study there may be additional acceptance requirements.

4.1.2 Explain how the admissions policy adheres to the institution's mission.

We care about student success. We are committed to attracting students that meet our admission requirements and program acceptance requirements. We are committed to delivering relevant, quality educational experiences that engage students and lead them to graduation and career success.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Not applicable.

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

The admissions department retains the following information for every student enrolled:



- Admissions Enrollment Agreement
- Admissions Information
- Student Acknowledgements
- Program Acceptance Requirements

4.4 Describe the student recruitment program.

Globe Education Network schools, including Minnesota School of Business, offer equal opportunities in all academic programs and activities, without distinction or discrimination based on race, color, sex, religion, age, sexual orientation, nationality, ethnic origin, physical or mental disability, or veteran status. A prospective student should schedule a personal interview at a campus of their choice. The interview will provide the prospective 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 start date. Class start dates are listed in the calendar on page 4, Volume 37 of the February 1, 2014, catalog.

An orientation is scheduled prior to each quarter start date. During orientation, students receive their class schedules and make arrangements to pay for tuition, books and fees.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

Training:

Admission representatives go through a four week training program. Training is focused on the ability to share a scripted presentation that covers information about the college, program information, student outcomes, and tour training. Two additional trainings are offered to admissions representatives to participate in throughout the year called Advanced Representative Training (ART) I and II. Advanced representative training focuses on areas such as customer service, compliance, follow-up techniques, phone scripts, and body language. Admission representatives also have the opportunity to participate in web based trainings that are offered throughout the year.

Compensation:

Admission representatives complete a 90 day introductory review where they are given feedback on their first 90 days of employment. They also complete an annual performance review where they are reviewed on organizational knowledge, verbal and written communication, organization and time management skills, organizational philosophy, initiative, and job related competencies. Admissions Representatives have an opportunity for a one-time annual increase based on their annual performance review.

Monitored:

Admission representatives complete a 90 day introductory review and an annual review each year. Additionally, they meet for one-on-one meetings with their director of admissions on a regular basis to review their overall performance and to be coached in area of business needs.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

The evaluation of transfer of credit from other institutions to Minnesota School of Business(MSB) 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 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 MSB in all diploma, associate in applied science and bachelor's degree programs.



- **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 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.

The Veterinary Technology and Medical Assistant Programs have additional requirements from programmatic accreditors for core requirements.

The transfer of credit evaluation process begins once official transcripts are received. In the event that a transcript is not received in a timely manner, the transcript evaluation may not be completed prior to attendance in the first quarter of classes. Students should plan accordingly. Once the transcript evaluation process has been completed, students are notified in writing of the result of the evaluation.

4.6.1 Where are these policies and procedures published?

The transfer of credit policy and procedure are on Pages 14 through 18, Volume 37, of the February 1st, 2014 catalog.

4.6.2 Describe any articulation agreements with other institutions.

Active articulation agreements are noted on Page 17 of the current Minnesota School of Business catalog. All records and documentation for articulation agreements are housed within SharePoint and are signed by the school's provost or chief financial officer.

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

This is published in the catalog and updated with an addendum as new agreements are established.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

This is published in the catalog and students are referred to this list when they inquire about articulation. An agreement includes the specific transfer credits and, when a student would like more information, it is available for campus administration to provide from our internal data repository (SharePoint).

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

The dean of education is responsible for managing the satisfactory academic progress process at the institution. This process occurs at the completion of each quarter and the results are communicated to the director of financial aid, as well as other campus managers.

Rikki Iverson is the associate dean of education and manages satisfactory academic progress (SAP) for the Globe University – Moorhead campus. She holds an MBA from Globe University and has over two years of experience managing the SAP process and nearly four years managing additional process related to the academic records at Globe University - Moorhead.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

Once final grades are posted for the quarter, the dean of education calculates satisfactory academic progress for all active students using three factors: grade point average, percentage of attempted credits completed and



maximum number of credits allowed. This process is initiated by reports from the institution's Campuses database. Any student whose cumulative grade point average is below 2.0, and/or with a completion rate of 67% or less is to be notified in writing of his/her academic status. The written notification process includes a resource referral and an action plan that the student must meet, in order to regain satisfactory academic progress. Periodic progress checks are required of students in jeopardy of being expelled, and these advising sessions are documented in Campuses, and in print. The notification process to students occurs within 10 days of the close of the quarter.

The Satisfactory Academic Progress (SAP) policy is explained in more depth on Pages 45-48, Volume 37 of the February 1, 2014 catalog.

4.8.1 Who reviews the student's records and advises the student?

The dean of education or appointee records and advises the student.

4.8.2 Who monitors probation?

The dean of education monitors probation.

4.8.3 How is attendance verified?

Attendance is tracked daily and recorded in our electronic records system.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

The dean of education reviews GPA and course completion.

FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

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. A recipient will be notified of the award in writing within two weeks after testing.
5. 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.



6. 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.
7. 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 $\frac{1}{5}$ increments.
8. All funds are paid directly to the college.
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 currently active, attending 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 currently attending, active high school juniors or 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 a scholarship to help cover the costs of tuition and fees for one course, beginning fall quarter of their junior year of high school and prior to the student's official start date at GU/MSB. The student may use the scholarship for up to seven terms, while meeting all other eligibility requirements. This program is offered to juniors and seniors with minimum cumulative grade point averages of 2.5.

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 signed GPA verification form (provided by the admissions department) showing the student's aptitude for succeeding in college-level coursework.
6. Only courses required in the student's program of enrollment will be eligible for the scholarship.
7. 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.
8. The scholarship will only be applied up to \$1940 and cannot be used to cover costs outside of tuition and fees. It cannot be used to create a stipend for the student.
9. The student must begin attending GU/MSB 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 program 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 January or April, can also take advantage of the scholarship program. 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.
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 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.
12. While in the High School Advantage 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.

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.

	High School GPA Requirement/ Scholarship Amount		
	4.0	3.0 – 3.9	2.0 – 2.9
Application Deadline			
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. Award amounts are designated for tuition only and are divided in $\frac{1}{4}$ increments.
4. A recipient will be notified of the award in writing once the student's official high school transcript is received.
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.

Applications are available at <http://www.globeuniversity.edu/> or <http://www.msbcollge.edu/>. A completed application must be on file to be eligible for the scholarship.

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

1. Scholarship application deadline: July 1 immediately following the student's date of graduation and can be submitted to any GU/MSB campus.
2. Applicants must be current-year graduating seniors.
3. 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.
4. Applicants must have achieved a high school GPA of 2.0 or higher (please submit an unofficial transcript with the application).
5. 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.
6. Students must be enrolled in a diploma or degree program at any GU/MSB campus.
7. 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.
8. Awards are forfeited if attendance is discontinued or interrupted.

Additional Information

9. Award amounts are designated for tuition only at any GU/MSB campus and are divided into $\frac{1}{4}$ increments, unless the student is enrolled in a three-quarter program and then will be awarded in $\frac{1}{3}$ 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

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. 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.
4. Award amounts are designated for tuition only, with the exception of the application fee, and will be applied after the add/drop period.
5. Students must maintain satisfactory academic progress or they will lose eligibility for the scholarship.
6. 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.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.

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
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.msbcollege.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.

GLOBE UNIVERSITY INTERNATIONAL GRADUATE FELLOWSHIPS

Globe University/Minnesota School of Business has established two international graduate fellowship scholarships that provide for tuition and the GU/MSB application fee. The scholarships do not provide for books, supplies or fees. These courses and program will be delivered via an exclusively online format.

The Level 1 Fellowship provides for a maximum of two single-subject master's program courses as part of an integrated management curriculum of coursework as determined by the selected international graduate student's field of study. A maximum of eight Level 1 Fellowships are available for the year beginning with GU/MSB's fall quarter and concluding at the end of the following early fall quarter.

The Level 2 Fellowship provides for a master's degree program in management. A maximum of two Level 2 Fellowships are available for eligible applicants, who must maintain continuous enrollment through program completion.

Fellows may be selected to participate in the annual "Building Global Communities through Education Conference."

Eligibility Requirements

· Level 1: Single-subject Courses

Non-U.S. citizen, who is a resident of a non-U.S. country, is currently enrolled in a graduate program of study at a non-U.S. institution, and who has submitted a completed International Graduate Fellowship application.

· Level 2: Master of Science in Management (MS) Degree

Non-U.S. citizen, who is a resident of a non-U.S. country, holds a graduate degree, and who has submitted a completed International Graduate Fellowship application and required MS admissions documents.

Selection Criteria

· As published by Globe University; accessible via <http://www.globeuniversity.edu/fellowships.aspx>

Continuing Eligibility Requirements

· Maintain Satisfactory Academic Progress per GU/MSB policy

· Level 1: Remain in good standing with the fellow's graduate program at the home institution.

· Level 2:

o Continuous enrollment in the MSM program with a minimum of five credits per quarter through program completion.

o Completion of the MSM degree program within a maximum of eight quarters.

Application Procedures

· Completed applications must be received by GU/MSB on or before **September 1** to be considered for the subsequent fall GU/MSB term of that year.

· Application forms are available at:

- <http://www.globeuniversity.edu/fellowships.aspx>

- Via email request to Andrea Olson, Research and Development, at aolson@globeuniversity.edu

· Submit completed applications with requested document to Andrea Olson:

- Via email to aolson@globeuniversity.edu

- Via facsimile to 651-332-8000

- Via postal service to:

Andrea Olson

8089 Globe Drive, Suite 300

Woodbury, MN 55125

U.S.A.

· Successful applicants will be notified of their acceptance no later than September 10.



Additional information about the fellowship is available by contacting Andrea Olson, Research and Development, Globe University/Minnesota School of Business, at aolson@globeuniversity.edu.

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.

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.

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.



ACICS Application for Accreditation - Self-Study Narrative

Page 41 of 88

Revised: May 1, 2013

Relevant Program	Professional Exam	Qualifying Course	Maximum Value
BS Accounting			
	Certified Management Accountant (CMA) – Part 1	AC450	\$350
BS Forensic Accounting			
	Certified Fraud Examiner (CFE)	AC460	\$350
All Accounting Programs			
	Other certifications as approved by the Accounting Chair and Academic Dean		\$300
AAS Architectural Drafting and Design			
	LEED Green Associate	AR155	\$200
A.A.S. Engineering Drafting and Design			
	Certified SolidWorks Professional (CSWP)	ED180 and successfully passed the Certified SolidWorks Associate exam.	\$99
BS / AAS Health Fitness Specialist			
	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
BS / AAS Information Technology			
	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
	Oracle Database 10g: Administration I 1Z0-042	DB321	\$200
	The Foundation ITIL BH0-012 (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
BS Nursing			
	National Council Licensure Examination for Registered Nurses (NCLEX)	RN314	\$320
BS / AAS Paralegal			
	NALA Advanced Paralegal Certification Exam (CLA – Certified Legal Assistant/CP – Certified Paralegal)	LA299 or LA499	\$300
	CORE Competency Exam/CORE Registered Paralegal (CRP)	LA299 or LA499	\$215
BS / AAS Veterinary Technology			
	Veterinary Technician National Examination (VTNE)	VT296	\$300
	Other certifications as approved by the VT Chair and Academic Dean	VT296	\$300
AAS / Diploma Massage Therapy			
	Massage and Bodywork Licensing Exam (MBLEx)	MS271	\$200



	National Certification Board for Therapeutic Massage and Bodywork Exam.	MS271	\$200
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AAS / Diploma Medical Administrative Assistant			
	Certified Professional Coder (CPC)	MA271 or MA272	\$350
	Other certifications as approved by the MA/MAA Chair and Academic Dean	MA271 or MA272	\$300
AAS / Diploma Medical Assistant			
	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) <i>Apprentice Status</i>	MA271 or MA272	\$350
Certificate of Mental Health Technician			
	American Association of Psychiatric Technicians	PD350	Basic Level 1 \$139 Combined level 1 and level 2, 3, or 4 \$159

Guidelines

- 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.
- Have a GPA of 3.0 or higher.
- 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.
- Applications are due no earlier than the first day of the quarter and no later than Monday of the third week of the quarter.
- Recipients will be notified in writing by the beginning of the sixth week of the quarter.
- 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:

- Scholarship
- 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
- 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.msbcollge.edu/>.

SENIOR CITIZENS

An individual aged 62 and over may take one course free of tuition per quarter for up to four courses. 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.

- 4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

All students enrolling at the same time and in the same program will be charged tuition and fees consistent with our most current catalog information, which is reflected below. 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.

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.

4.11 What are the refund policies and procedures?



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.

4.12 What are the qualifications of the financial aid officer?

Rachel Lykken serves as the financial aid manager. Ms. Lykken has completed studies in Mass Communications and Emergency Management at North Dakota State University. She has worked in financial aid for four years at private for-profit and private non-profit educational institutions and has held the Financial Aid Manager position Globe University – Moorhead since June, 2014. She is currently serving as the Minnesota Association for Financial Aid Administrators Vice-President for the 2014-2015 academic year.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

Globe University's corporate support provides monthly financial aid webinars on changes that happen through the state, VA, and Department of Education. Ms. Lykken is also affiliated with state, regional, and national financial aid organizations that hold professional development trainings and conferences that Ms. Lykken is able to attend.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations. New students are required to complete entrance counseling prior to starting their program if they elect to take out federal loans. The student is required to complete entrance loan counseling online, and upon completion, it is documented in their financial aid file. If a student drops below half time status (6 credits) or if they choose to withdraw, the Corporate Financial Aid Manager mails the student an exit counseling letter with directions on completing the online exit counseling through the U.S. Department of Education. Upon nearing graduation, students meet with the Campus Financial Aid Manager to receive an exit counseling packet and then completes



exit counseling online. They also discuss the importance of paying back loans, default, and how to contact their lender if necessary. A record of this meeting is documented in CampusVue, our student information system. Overall, the Campus Financial Aid Manager is always available to counsel and guide students with their repayment options.

4.13.1 What is the cohort default rate for the last three years?

Year: 2009 Rate: 17.1

Year: 2010 Rate: 12.8

Year: 2011 Rate: 15.7

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.
Not applicable.

STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

Globe University - Moorhead provides orientation in a number of ways. Before enrolling students are familiarized with the history and philosophy of the school through a power point presentation. They are also given a comprehensive tour of the campus and introduced to faculty and staff that are available at the time of their tour. A formal orientation is also provided before the start of each quarter for new students. At orientation they are welcomed to campus by the campus director, Introduced to the staff and participate in a number of sessions including:

- Career services
- Library
- Social media
- Financial Aid
- Program specific meetings
- General education session.

Students are required to complete a checklist to ensure they have participated in all of the above sessions while attending the residential orientation session. Additionally, students complete an online orientation that introduces them to the online course management system utilized by Globe University - Moorhead. In the event that a student must take a course online, this orientation has provided them with a foundation for successful navigation and completion of online coursework.

4.16 Describe all academic and personal counseling services offered.

The school does not provide counseling services; however, it has an extensive list of resources and referrals for students requesting assistance outside of academic areas.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

The school does not provide counseling services.

4.17 Describe the retention program.

The institution has a committee that meets regularly to identify potential issues impacting student success. This group consists of various individuals throughout the institution, including staff, faculty, and members of the management team. Beyond this, the institution reviews quarterly retention on a weekly basis, and weekly attendance reports are used to generate a list of at-risk students for faculty and staff, in an effort to make multiple attempts to contact absent students

Key factors in maintaining a high rate of student retention lies in creating an environment in which students are:



- informed of their rights and responsibilities during group registration
- informed of changes and how those changes will benefit them via campus connect and their student email
- provided opportunities to take leadership roles that will enhance their knowledge and employability with various student organization and classroom applied learning opportunities
- provided resources that support their academic goals as well as the non-academic needs that impact academic goals available in our community such as First Link and Family Healthcare both providing needed services and supports to students and their families
- allowed the freedom to have an open dialogue with staff, faculty and other students
- assured that their concerns are both heard and given consideration on a timely basis

When students meet with the academic services department for the first time, they review a checklist covering pertinent portions of the catalog and are free to ask questions that will clarify their understanding of these key points. The academic services department then reviews the new student's overall program, assists in selecting first quarter classes and explains how to read their schedule. Technology that is typically utilized by Globe University – Moorhead is introduced to the new student and students are informed of places they can seek help if they forget how to use the technology or have functional problems with the technology.

Online Orientation-Supported by Erik Block-online and academic coordinator

iPad™ Initiatives-Supported by the iPad™ Team, led by April Ide, campus librarian

At orientation, each student has an opportunity to review what was discussed when they registered for classes and bring up any concerns they have before starting classes. New students meet their program chairs at orientation, are further oriented to financial aid and library services and assured that an “open door” policy exists at all levels. The goal is to talk to the students about the services we can provide for them while they are here and to keep the door to that dialogue open and ongoing.

Attendance is a priority at the institution evidenced by the fact that most students who achieve perfect attendance also make the quarterly honors list. The dean of education, academic staff, teachers and administration all place phone calls to absent students as well as send letters and emails to students alerting them of their status with regard to their classes. Students missing two consecutive days receive a phone call to refer the student to resources and assistance where appropriate. Students missing ten consecutive days will be dropped from school if they continue to be absent. All communications whether by telephone, email, or letter are based on two key points.

- Informing the student of the consequences of their lack of attendance and communication, not reprimanding or threatening them.
- Informing the student that the academic services department has many resources available to assist them if they make contact and help us understand what is preventing them from attending school.

All communications and communication attempts with the student are documented in CampusVue. Students who fail to communicate and are administratively withdrawn from their classes are sent a letter informing them that they have been withdrawn and are also encouraged to complete a survey asking them for direct input of their satisfaction and/or dissatisfaction with service. Students are given the opportunity to appeal their withdrawal from school or a particular class by writing a letter to the dean of education.

The academic services department also provides support for both day and evening students. The dean of education is available most evenings until p.m. and until 4:00 p.m. on Fridays.

Faculty members are encouraged to communicate with the education department regarding the progress, conduct or concerns of any individual student.



Academic and Tutoring support is provided to students through the campus librarian. Faculty can refer students and students can self-refer for one-to-one tutoring in specific subject areas. One-to-one tutoring is provided by paid tutors who are qualified to tutor through their degree, grades or referral.

4.18 Describe employment services offered to students.

Globe Education Network provides employment assistance for current students and graduates, a benefit available at any of our campus locations as well as online. Each campus has full time staff to assist students and graduates in their job search.

Our staff provides assistance to students who are looking for a job while they are attending school. Students have access to a number of resources on campus to aid in the job search process. These may include the following: job boards to search for opportunities in the local area; career services department board to publicize career services events and seminars, workshops, and job fairs; reference materials, including samples of resumes, cover letters, recommendations for successful job search techniques, and tools for developing a professional online identity; and a career services website to research position openings, upload a resume, and submit application materials to employment opportunities available in their preferred location.

Career services staff members actively network within the surrounding communities to build partnerships with local employers. Employers have the ability to post job opportunities through our job portal website for recruiting active students and graduates, to view resumes, receive applications, and request staff to pre-screen qualified candidates on their behalf. All of these services are free of charge to both students/graduates and employers. In addition, our staff hosts career fairs on campus for all GEN students and graduates to attend.

Students in the diploma, the associate of applied science, and the bachelor of science degree programs are required to successfully complete a Career Capstone course at the end of their program to prepare tools needed for their career search, discuss career search strategies and to launch their lifetime career pursuit. Course content includes, but is not limited to: continued career building activities, identification of transferable skills, résumé building, cover letter and thank you note writing, research skills, mock interviews and developing an online identity through the utilization of social networking sites such as LinkedIn.

Students meet with career services staff in their final quarter to further discuss their career search plans and goals. Career services staff works with these students to build a personalized career search strategy to collect appropriate documentation and to prepare them for graduation. The quarterly graduation ceremony is planned and hosted by the career services department or graduation committee. Following graduation, career services staff maintain regular contact with graduates seeking employment via email, telephone, postal mail, or one-on-one meetings. Our staff members provide continual assistance to graduates throughout every step of the job search process, from preparing and uploading a résumé, to networking with local employers and finding relevant job leads, to securing a position within or related to the graduate's career field.

Career services staff members also work with alumni as requested. GEN offers lifetime employment assistance to all GEN graduates. Campuses may also host alumni events, such as dinners, and invite alumni to other campus events.

4.18.1 Describe how placement verification is documented.

Career services staff member's contact employers of GEN placed graduates after 30 days of continuous employment to verify employment data, such as position title, dates of employment, and duties performed. Employers are contacted via telephone, fax or email. Based on the information provided by the employer, an employment verification form is completed and scanned into our electronic records system, CampusVue, as supporting documentation. The name and title of the individual at the company who verified the graduate's employment is recorded in the employment verification section of the placement record in CampusVue to reflect the verification has been completed.



4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Thirty days (30) after a graduate is employed the campus sends satisfaction surveys to both the employer and graduate. The surveys will be sent both electronically and in paper format. The electronic survey can be completed online by the recipient, or if they choose they can complete the paper version and return in a self-addressed, postage paid envelope. All paper versions are entered electronically by the career services staff and the original document is kept on file. Once surveys have been sent to the graduate and employer, the campus will follow up on any unreturned surveys after one week via telephone. If after three weeks the surveys are still not returned, the campus will re-send the surveys both electronically and in paper format. All unreturned surveys are tracked and continuous follow-up via email and telephone will happen periodically. The campus aims to achieve a 50% return rate.

The data is collected at our corporate office and disseminated to the campus on a quarterly basis. Once received by the campus, the data is distributed to the staff and faculty for review. The campus management team reviews the data in their leadership meeting and addresses areas of concern.

4.20 Describe the programs of extracurricular activities, if any.

Each academic program has an extracurricular club that is utilized to provide learning opportunities outside the classroom, opportunities to participate in community service, and develop leadership skills. A member of the faculty from each program serves as the advisor and provides guidance to a student leadership team that determines the quarterly activities for their respective group. The extracurricular activities provided, and their target audiences, are as follows:

- DECA – All students
- Business Club – Business and Accounting students
- PIT Crew – Paralegal students
- Massage Therapy Club – Massage Therapy students
- Vet Tech Club – Vet Tech students

4.21 Describe any areas needing improvement in the area of relations with students.

1. Improved communication between departments and students regarding the registration process for new students. Students may have limitations on their schedule due to financial aid or may have expressed the want to take a certain number of credits. These details are not effectively communicated amongst departments and are not articulated to the and from the student. Departments must collaborate with each other and with the student more effectively in order to create a schedule that meets the financial and academic needs of the student.
2. Improved communication with students regarding dropping individual courses or withdrawing from the institution altogether. Deadlines, ramifications, both academic and financial, and processes of withdrawal must be more clearly articulated.
3. Improved communication with students regarding changes to the residential class schedule. Efforts are made to contact students when a class is moved, cancelled, or re-scheduled. Improvements must be made to confirm that the information has been received and understood by the student.



5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

Programs are created and overseen by a project director of curriculum development with expertise in the specified field. These individuals work with consultants, advisory committees, faculty, academic staff, employment surveys, labor statistics and trends in the marketplace to develop and refine educational programs. The project director of curriculum development identifies entry-level skills necessary for success in the field, determines the delivery methods required, creates course syllabi, identifies textbooks, and plans course sequencing. This individual determines the key components and objectives of the program. The programs are submitted to the campus directors, corporate directors and president of the company for review of feasibility, student benefits, and profitability. All programs are created to demonstrate We Care by preparing career-focused, community-minded graduates for the global workforce.

Degree programs are occupational-based training programs. Associate of applied science degrees include a minimum of thirty general education credits. The general education component of the associate and bachelor programs is designed to deliver college-level general education in the four areas required by the Minnesota state licensing body where our corporate headquarters are located: communications, social science, natural science/mathematics and humanities. General education courses are designed by individuals with advanced degrees in the subject area and coordinated by the chief academic officer.

Students must earn a minimum of 3 credits in each area and a total of 30 credits of general education courses to qualify for the associate degree. To qualify for receiving a bachelor's degree, students must earn a minimum of 6 credits in each area and a total of 54 credits in general education.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

Associate in Applied Science in Accounting and Tax Specialist - 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.



Associate in Applied Science in Business Administration - 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.

Associate in Applied Science in Internet Marketing - 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.

Associate in Applied Science in Information Technology - 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.

Associate in Applied Science in Medical Assistant - 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. This program, while approved for offering, is not currently enrolling new students.

Associate in Applied Science in Management Accounting - 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.

Associate in Applied Science in Massage Therapy - 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.

Associate in Applied Science in Paralegal - 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.



Associate in Applied Science in Veterinary Technology - 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.

Bachelor of Science in Accounting - 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.

Bachelor of Science in Business Administration - 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.

Bachelor of Science in Business Management - 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.

Bachelor of Science in Information Technology - 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.

Bachelor of Science in Paralegal - 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.

Diploma in Business Administrative Assistant - 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.

Diploma in Massage Therapy (ND) - 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).

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

John Andrick, campus director, is also the dean of education and oversees the administration of all academic programs. Mr. Andrick holds a MA in Organizational Leadership from Lewis University, previously served solely as the dean of education at Globe University – Moorhead and served as an adjunct professor for Rasmussen College, teaching both business and general education courses. Mr. Andrick has taught in residential, hybrid, and online modalities.

5.2.2 Administration of each academic program offered.

Barbara Coler is the business program chair. She holds a Bachelor's Degree in Organizational Management from the University of Mary and a Masters of Business Administration with Management focus from the University of Mary th focus on Management. Ms. Coler also has completed graduate level coursework toward an emphasis in HR.

Stacey Tronson is the accounting program chair and paralegal program chair. She holds a Bachelor's Degree in Accounting from the University of North Dakota, a Juris Doctorate from Creighton University Law School, holds North Dakota Law Licensure, and is a member of the North Dakota Bar Association, 20 years of advising clients regarding estate, business entity planning, business succession, trusts – general legal practice in a variety of legal settings. Served as vice president at a bank providing direct financial planning for large clients.

David Loegering is the information technology program chair. He holds a Bachelor's Degree in Business and Accounting from North Dakota State University and holds certifications including: Microsoft Certified Professional, 2014; Windows 8, 2014; Windows Server 2012, 2014; Windows 7, 2012; Windows Server 2008, 2012; Virtualization Administrator, 2013; Enterprise Administrator, 2010; Server Administrator, 2010; Enterprise Desktop Administrator, 2010. Mr. Loegering has seventeen years of Information Technology in-field professional experience.

Shelley Olson is the veterinary technology program chair. She holds an Associate Degree in Veterinary Technician from the Medical Institute of Minnesota Associate Degree. Ms. Olson completed additional coursework in Pre-veterinary medicine and business and has multiple years experience in field as a Vet



Tech. Ms. Olson has additional work experience in retail pet store management, animal pharmaceuticals, and veterinary hospital training.

Toby Mulvihill is the massage therapy program chair. Mr. Mulvihill holds a Massage Therapy Diploma from Minnesota School of Business and has been a licensed massage therapist in North Dakota since 2011. Mr. Mulvihill also holds a massage therapist license from the City of Moorhead, MN since 2011, is an Associated Bodywork and Massage Professionals member, an American Massage Therapy Association member, and has over three years experience as massage therapist and business owner/operator.

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

Educational programs are established by the Project Directors of Curriculum Development and Executive Program Chairs maintaining awareness of market trends and the potential interest of students in a given subject matter area. Often, specific market information is provided by campus program chairs or faculty. Information is gathered through advisory committee meetings, career services information, graduate information, and market trends. Feasibility studies are undertaken by the Project Directors and Executive Program Chairs, then submitted to the Academic Dean, Director of Institutional Effectiveness and Quality, Chief Operating Officer and Chief Executive Officer for review. A portion of this feasibility study incorporates potential media sources, search terms and the recruitment potential for the proposed program(s). Once the idea is solidified and approved, the Executive Program Chairs become involved with program chairs and potentially faculty members. Subject matter experts assist in developing course objectives, syllabi, and textbook options. The Project Directors of Curriculum Development are responsible for the final phase of program development, which is preparing the program for approval by the required accrediting agencies. This is completed in conjunction with the compliance department.

Presently Stacey Tronson, associate dean of education, supervises the faculty. Ms. Tronson holds the following degrees: University of North Dakota, Bachelor's Degree in Accounting, 1991 and Creighton University Law School, Juris Doctorate, 1994. Ms. Tronson has over four years of experience as a faculty member and in academic program leadership.

5.4 Describe how the educational programs reflect the needs of the students and the community.

The institution's mission is to train students for entry-level employment in their chosen career field. The programs reflect the needs of students and the community by continual review of the program's effectiveness through employer, graduate, student, and faculty feedback, advisory committee input, and market needs. The community is the recipient of the students' skills through employment once the students graduate. The director of career services participates in an on-going evaluation by receiving employment information from sources within the community, evaluating employer surveys, and communicating job lead information to the institution's faculty and students.

5.5 How are provisions made for individual educational differences among students?

We want to ensure that our curriculum and campus environments promote full participation for all learners. To that end, we have policies in place to ensure that we provide reasonable accommodations for students who disclose disabilities and make students aware of the appropriate person on campus to contact (the dean of education/students) should they need to disclose a disability condition at any time.

In addition, many of our instructors have participated in faculty in-services designed to provide the teaching methodologies that support differentiated education, how to help students take better notes, technologies that support student success, and ways to assess student learning. Through our use of multiple instructional technologies, including adaptive eResources and video lecture tools, we have been able to reach learners regardless of their abilities.



- 5.6 How are the community resources utilized to enrich the programs?
Community resources are a vital part of all programs at every campus. Faculty members often incorporate guest speakers to enrich the learning experience of our students. The institution also supports field trips designed to provide students with real-world experience. Several courses also require a service and/or applied learning component.
- 5.6.1 Describe how the utilization of these resources is documented.
Instructors must complete a guest speaker or field trip request form that details which course it is for and what course objective is being fulfilled by the additional resource. Attendance for guest speakers is maintained in the same way as regular attendance. All students attending a field trip off of campus must complete a field trip student release form.
- 5.7 Describe the policy on the responsibility and authority of faculty in academic governance.
In the spirit of academic governance, all GEN institutions require the participation of faculty in the curriculum development process. The faculty and program chairs at the campus level provide input on the curriculum to an executive program chair, who is responsible for working with a lead executive program chair and corporate project director for curriculum development to facilitate change. Campuses hold quarterly curriculum committees, which includes two opportunities to meet in-person at regional in-services, where they spend time specifically devoted to the development of curriculum and delivery concerns.
- 5.7.1 How was the academic governance policy communicated to the faculty?
The policy on academic governance is communicated to faculty first through new faculty orientation and also in the faculty handbook.
- 5.8 Is there a detailed syllabus on file for each course?
A detailed master syllabus has been created for each course by the corporate academics team to ensure consistency with common curriculum. In addition, every faculty member produces a syllabus addendum to accompany the master syllabus, both of which are provided to students. These syllabi are stored within SharePoint and available for all faculty/campus leadership to review.
- 5.8.1 How are syllabi developed?
Each syllabus was created based upon field response from program advisory committees, faculty and program chairs. On an annual basis, program advisory committees have the opportunity to review textbooks currently used in classes, as well as learning objectives by course. These committee members give feedback to the appropriate program chair. In addition, each campus holds curriculum meetings by discipline, to discuss necessary changes or develop ideas based upon classroom feedback. This feedback then goes to executive program chairs, who bring appropriate information and rationale to the institution's Academic Council. After changes have been analyzed by the Council, new syllabi are written by the project director of curriculum development to maintain common curriculum. These directors are based at a corporate level; each work with a series of programs. The project director of curriculum development take into account all information and compile this into a common syllabi that demonstrates clear learning objectives, rubric recommendations and appropriate textbooks. Prior to implementation, all syllabi are reviewed by executive program chairs to ensure skills and curriculum needs are met.
- 5.8.2 How often are the syllabi revised?
Minimally, master syllabi are reviewed annually to determine whether revisions are necessary.
- 5.8.3 Describe the process for revising syllabi.



Changes to a syllabus would be completed by the discipline's executive program chairs and project director of curriculum development. Faculty and program chairs have the ability to submit these changes to the organization's SharePoint page, and are then reviewed by these EPCs and project directors. Changes are not typically made within the quarter. All syllabi are reviewed on a quarterly basis for minor changes (such as a new textbook edition) and republished for faculty use.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

The following statement is published on all syllabi: "Students should expect required assignments outside of the classroom hours identified on this syllabus. This time is used to prepare for class, to reinforce material already presented, and to advance skills. For each lecture (ACICS)/didactic (ACCSC) hour, two hours of outside work is expected."

The master syllabus serves as a template for the course, highlighting the units to be covered and recommendations (ranges) for grading the various items in a course. A syllabus addendum supplements the master syllabus with specific information on what assignments are to be completed by the student, how the assignments will be graded (specific assignment value instead of ranges), and classroom management items unique to the instructor teaching the course.

5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

The following programs offered have required internship/externships:

- Business Management with Hospitality Management Emphasis
- Massage Therapy
- Paralegal
- Vet Tech

The respective Program Chair is responsible for oversight of the internship/externship activities. The procedure for implementing the internship/externship is in line with our internal policy 5.026 and summarized as followed:

- All students, with the exception of massage therapy students, eligible for externship/internship must meet with the program coordinator, or the instructor responsible for externship placement, the quarter before going out on site. Massage therapy students will meet with the program coordinator, or the instructor responsible for externship placement, on the first scheduled day of the externship course.
- At this meeting students are oriented to the policies and procedures of the college for externships/internships/practicums and the externship/internship/practicum folder is reviewed with the student. The externship/internship/practicum folder will contain the following documents: (example copies attached hereto)
 - o Document Index – Exhibit B
 - o Syllabus/Addendum – Exhibit C
 - o Student Information Sheet – Exhibit D
 - o Agreement – Exhibit E
 - o Externship File Fact Sheet – Exhibit F
 - o Rotation Sheet/Skills Completed Checklist – Exhibits G1 – G7
 - o Daily Log – Exhibit H



- o Progress Notes – Exhibit I
- o Supervisor Evaluation Form – Exhibit J
- o Student Critique of Site – Exhibit K
- Documentation is completed and signed by each student indicating his/her preference for an externship/internship site and interest area as well as documentation of availability.
- The student and program chair work together to attain an externship site placement during which the required hours will be completed.
- Daily logs are completed (Exhibit H) and returned to the program chair who enters attendance.
- Midway through the required hours, the program chair contacts the site supervisor to determine how the student is doing, etc.
- Upon the completion of the required hours, the program chair will seek evaluation forms from the site supervisor as well as a critique of the site complete by the student. Further, a skills checklist is completed and signed by both the Site Supervisor and the student documenting the attainment of the skills required to be successful in field.

5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

The evaluation and revision of curriculum is overseen at the corporate level by the project director of curriculum development for the program. The project director of curriculum development and executive program chair collects feedback and recommendations regarding the curriculum from faculty members, who meet locally at their campuses for curriculum committee meetings each quarter. Feedback is also collected from the community as part of the program advisory committee (PAC) process (PAC meetings take place twice annually: at the regional level (sponsored by one or more host campuses) and at the corporate level (hosted by the project director for each program).

PACs (Program Advisory Committees) are comprised of professionals in the programmatic field of study and may include at least one graduate. PACs are responsible for touring the campuses, reviewing course materials (including master syllabi and textbooks), and providing comprehensive feedback to the program chair at the host campus.

5.10.1 If advisory boards are utilized, list board members and their qualifications.

Advisory boards are utilized and herein referred to as Program Advisory Committees (PACS). The members are selected by their educational and experiential backgrounds as well as for their respective ability to provide a meaningful review of the school's programs, resources, and curriculum.

Accounting

Andrew Altringer	WCCO Belting, Inc
Mataya Heisler	Far From Normal Supply, Inc.
Shane Lindstedt	Ole and Lena's Pizzeria
Conrad Hamilton	Norwood Sales Inc.

Business

Cathy Lindquist	Small Business Association
Brian Haugen	Bell State Bank & Trust



Leigh Shebeck KKS Marketing Consulting

Information Technology

James Dravitz Myriad Devices
 Ken Satkunam NorthStar Technology Group, Inc
 Gary Inman IT Manager at Bell State Bank & Trust

Massage Therapy

Lori Thompson Relation Plus
 Ashley Breitzman Massage Therapist
 Chae Norman Harmony Massage Therapy

Paralegal

Jeanne Narum Noridian
 Joane Wyffels Kennelly and O'Keeffe
 Sue Lass Integreon
 Kathleen Toft Spherion Staffing

Vet Tech

Dr. Alicia Wisnewski Prairie Winds Veterinary Center
 Margo Brady Brady Equestrian
 Dr. Laurie Huckle Casselton Vet Services
 Heather Clyde Humane Society of Fargo Moorhead
 Angela Animal Health Clinic

5.11 How was the length of each program determined?

Program length is determined by several factors. The total minimum number of credits required for degree programs has been established through the corporate offices of the institution. Each program meets or exceeds this minimum number of credits required by the Minnesota Office of Higher Education (OHE). Programmatic accreditors and program-specific regulations also provide guidelines for program length by dictating or suggesting program content. In addition, industry standards, specific industry requirements, program advisory board suggestions, and curriculum specialists help to determine the necessary length of each program.

5.12 Do any programs include training by a third party? If so, please explain.

Not applicable.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

Not applicable.

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

Not applicable.



- 5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

Several programs offered throughout Minnesota School of Business campuses hold voluntary specialized or programmatic accreditation. All accreditations are current as of today's date.

Minnesota School of Business Medical Assistant Associate in Applied Science degree programs at Blaine, Brooklyn Center, Elk River, Lakeville, Moorhead, Richfield, Rochester, and St. Cloud 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 veterinary technology programs are accredited by American Veterinary Association (AVMA) as programs for educating Veterinary Technicians.

- 5.14.1 Explain the current status in holding such accreditation.

Globe University – Moorhead veterinary technology programs are accredited by American Veterinary Medical Association (AVMA) as programs for educating Veterinary Technicians. This accreditation is current with re-accreditation site visit scheduled for April 2015.

Globe University – Moorhead medical assisting program will not be pursuing re-accreditation through the Accrediting Bureau of Health Education Schools (ABHES) at this time. The program is no longer enrolling students.

- 5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

All specialized or programmatic accreditations are disclosed on page 6 of the course catalog.

- 5.15 How are appropriate course sequencing and prerequisites determined?

Course sequencing and prerequisites are determined based on the content of coursework within the program and the skill sets that students would have mastered in each course.

- 5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Courses frequently build on each other and the knowledge gained in one course is needed in the next course. As a student progresses through their program, they find that topics presented in earlier courses must be revisited in order to succeed in later courses, thereby increasing the difficulty of the next course in the sequence.

- 5.16 How is the need for curriculum changes determined?

Recommendations and strategies for curriculum changes originate at the campus level. Each program has a chair to facilitate, mentor and manage programs at the campus level. These program chairs hold annual meetings with core and adjunct faculty to review current courses, texts and syllabi. Each discipline also has an executive program chair, whose role it is to gather these annual curriculum recommendations from a multitude of campuses with similar state regulations and employers. This feedback is then compiled by project director of curriculum development located at a corporate level, who synthesize the data and meet with executive program chairs and academic directors to determine what curriculum changes should be made. Campuses continue to be in contact with executive program chairs throughout this process to continually understand how results come to fruition.

- 5.16.1 How are faculty members involved in curriculum evaluation and revision?



Faculty members participate in curriculum discussions at regional in-services, held twice per year (the most intense curriculum discussions are held within the Spring in-services). Once a need or change has been identified, the Project Directors of Curriculum Development, in conjunction with the Executive Program Chairs, move forward with curriculum development. Often, within the fields of general education, committees of faculty members are created to move forward with curriculum development, textbook selection, or the identification of additional resources based on the feedback received from the curriculum committees.

- 5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

The method for curriculum evaluation and revision via input from graduates and employers occurs on multiple levels. All graduates are invited to complete a survey following graduation in order to provide feedback to the institution in regards to the program that they completed. This data is collected, evaluated and compared to other responses that are submitted. This information is then shared with the campus in order to address any concerns that are identified in the data. The campus can also compare their individual results with other campuses and the network as a whole.

Employers are invited to complete a similar survey which is evaluated in the same manner. Many employers are also invited to become a member in on the Program Advisory Committee to offer feedback in the manner of a forum of colleagues from the a specific field. This feedback is tabulated and shared with other campuses to determine trends within that specific field of study and make the appropriate changes. The program advisory committees meet annually and communication with the members throughout the year is advised.

- 5.17 What curriculum changes have been made during the last three years?

In June 2012 Globe University and Minnesota School of Business began the process of reviewing and realigning courses to incorporate interdisciplinary opportunities for students. The goal was to improve students' experience in the classroom and the employability of graduates by ensuring a structured and supportive learning environment that facilitates student engagement with peers, faculty, and the curriculum. The overall number of courses offered in the catalog decreased, though content and objectives that maintain each program's unique qualities were preserved. New courses were created to address interdisciplinary concepts, such as professionalism and student success. Curriculum proposals were evaluated by curriculum teams which consisted of campus program chairs, instructors, and all members of the corporate academic team. Throughout the summer in-services occurred in each region where Globe University and Minnesota School of Business campuses are located to collect feedback from program experts and campus academic personnel who had been asked to review initial program proposals. The curriculum revisions that resulted from these changes were implemented in the summer of 2013.

- 5.17.1 What changes are contemplated for the next three years?

There are no changes currently planned.

- 5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

Feasibility studies are conducted to help determine the appropriate distribution of activities in each program of study. In addition, project director of curriculum development and executive program chair consider feedback from students, faculty, graduates, and employers as part of this process in order to maintain consistency and alignment with current trends in each field.

- 5.18.1 How does the campus monitor the number of contact hours completed for each course?



Contact hours are monitored in three ways. First, the scheduling process requires that all contact hours be present on the schedule at the beginning of the quarter (to establish the correct clock hours for each course). Second, the faculty is required to enter accurate and timely attendance, which is monitored by the dean of education at each campus. Third, the faculty is required to provide students with adequate break time during the class, and is further required to hold class sessions for their intended duration.

- 5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

Minnesota School of Business has established a credit hour definition in compliance with regulatory requirements and accreditation standards. This definition, including expected outside of class academic requirements, will be disclosed on all master course syllabi and strict adherence is expected by all faculty in the delivery of academic content both inside and outside of identified class times. A master syllabus will be provided to each student for each class enrolled indicating the definition of a credit hour, including inside and outside of class activities. The project director of curriculum development will work with executive program chairs to determine scheduled course hour requirements and outside of classroom activities for all courses within their program of study. The dean of students/education will build a schedule of courses each quarter that considers the contact hour requirement based on determined type of credit hours to be delivered for each course and the dean of faculty/education will meet with faculty to ensure strict adherence to these requirements.

- 5.19.1 Where are the procedures published?

The procedures are published on page 44 of the catalog under Unit of Credit which defines the definition of a credit hour. In addition, the course syllabus includes the following statement: Students should expect required assignments outside of the classroom hours identified on this syllabus. This time is used to prepare for class, to reinforce material already presented, and to advance skills. For each lecture hour, two hours of outside work is expected.

- 5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

Minnesota School of Business provides a master class schedule that lists all course offerings at all campuses for the specified quarter. The master class schedule is determined by evaluating the needs of the students on campus. At the time of enrollment, students are provided with sequencing sheets that recommend a course schedule for their entire academic program. In addition required academic advising for quarterly registration is conducted each quarter.

- 5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Test Outs: Credit may be awarded for a student's proficiency in a subject as demonstrated through performance on an advanced standing test, requested and arranged through the academic department. Not all courses have advanced standing tests.

Prior Learning: Students seeking to receive credit for prior learning will submit original copies of appropriate documentation of completion for each courses where prior learning credit is being sought to the academic services department and corporate registrar for approval.

Work Experience: 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. Work Experience forms and GU/MSB policies are available upon request from school officials. Upon completion and submission of all required documents the academic services department or corporate registrar with the assistance of faculty from the respective department for which credit equivalency is being requested, will



evaluate the request. Requests for work experience credit will not be considered for evaluation if received without appropriate documentation.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.

5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

Campus facilities and classrooms are equipped with several instructional resources. The campus has invested in whiteboards, projectors, Smart boards, and instructional technologies to provide students with an optimal learning environment. Several courses require students to demonstrate mastery in using career-specific software, which is also available in our classrooms.

In 2013, all MSB campuses integrated one-to-one Apple iPad use with students. In addition to each student having an iPad, the majority of classrooms are outfitted with an AppleTV.

5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

As it relates to general education, course materials are selected through ad hoc committees composed of faculty members and overseen by the project director of curriculum development. In addition, feedback on course materials is collected from current students, graduates, and employers. Within disciplines, the project director of curriculum development works in conjunction with the executive program chair to make changes or locate new classroom materials. Within 2013, Minnesota School of Business moved to eResources. In addition to the traditional textbook, each class includes enhanced learning tools. Often these tools incorporate options outside of the traditional textbook. For example, Minnesota School of Business implemented the use of Lynda.com in 2014 as an additional material for classes.

The faculty participates in curriculum committee meetings to evaluate materials and forward their feedback to the academic managers as part of this process. The evaluation process is also a goal of program advisory committees in each geographic region.

5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

Campuses work closely with project directors at network support to ensure that course resources are accessible. Many of our course resources are provided electronically and campus librarians and program chairs are available on-campus to provide assistance to students.

Campuses also maintain laboratory equipment as needed according to the course schedule. Each campus maintains an equipment inventory.

5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

Licenses for computer software are maintained by the director of technology services, who works with the academic managers to ensure compliance.

Faculty members are trained on our internal policy on copyright laws during New Faculty Training. Signage regarding copyright is posted at each campus.

5.26 Who is responsible for faculty orientation?

The curriculum for New Faculty Training (i.e. orientation) is developed at the corporate level and delivered by the dean of faculty/education at each campus. In addition to the standard curriculum, campus deans are



encouraged to add discussion items regarding their specific home-campus. Deans of faculty/education have the option of delivering the orientation in the online modality, face-to-face, or as a blended training experience.

5.26.1 Describe the orientation of the faculty to the campus.

Faculty members complete a training course of 30-40 hours, with a significant portion related to training on teaching methods, occurring prior to teaching. Once in the classroom faculty are mentored through their first quarter. The material covered in New Faculty Training is listed below.

- Introduction to Globe Education Network (GEN)

- Guiding principles of adult learning

- Learning and teaching styles

- Differentiated learning

- GEN's teaching and learning model

- o Classroom Applications

- o FERPA and ADA for the classroom

- Administrative Technologies

- o Posting attendance

- o Posting Grades (midterm and final)

- o CampusConnect

- Academic Delivery

- Lesson Planning

In the first quarter of teaching, faculty are trained on:

- Tour of the campus

- Faculty mailboxes

- Faculty workspace and supplies

- Review of syllabi addenda (or coaching on developing the addendum)

- Introduction to classroom technology/equipment

- o SharePoint

- o Online Library

- Program Training

- Review sections of the faculty handbook

- o 1.11 Faculty Standards of Conduct

- o 1.12 Adjunct Faculty Attendance

- o 2.1 Residential Courses

- o 5.1 Faculty Teaching Expectations

- o 5.3 Relations with Students

- Begin CampusConnect training course and set up for class



During Week One

- Expectations for mid-term and final exams
- Review sections of the faculty handbook
 - o 1.7 Academic Governance
 - o 1.9 Development and Implementation of Common Curriculum
 - o 1.10 Library Resources: Electronic and Residential
 - o 5.2 Participation in Governance Activities

During Week Two

- Coaching on how to grade assignments
- Conduct classroom observation

Weeks Three through Five

- Coach on daily lesson planning
- Coach on preparing the mid-term exam (includes loading exam questions into CampusConnect)
- Continue coaching on grading assignments, as needed
- Attend in-service and faculty meeting

Weeks Six through Seven

- Partner with the DOE to share feedback from Mid-Course Surveys
- Ensure that service learning projects or competencies are on schedule, if required

Weeks Eight through End-of-Quarter

- Provide feedback to DOE on progress
- Assist with plans for the final exam

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

The faculty is selected based on academic and professional preparation related to their field of study. Faculty members must meet academic preparation requirements and possess a minimum of one year of experience in the field, three years preferred (for non-general subjects). Faculty teaching general education courses must hold a minimum of a master's degree with at least 18 graduate credits in the field of study.

In most subject areas, for lower division courses, instructors must have a minimum of a bachelor's degree. In upper division courses, a master's degree or bachelor's degree plus professional certification in the area of instruction is required.

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

In subject areas where bachelor's degrees are not generally available, such as massage therapy, medical assistant and veterinary technology, an associate's degree plus three years of work experience in the field are required. In addition, CMA certification is required for medical assistant faculty and CVT certification is required for veterinary technology faculty. (Résumé and official transcripts are maintained, along with any relevant professional certification and/or licensures.)

5.27.2 How are the qualifications documented?



Documentation of academic and professional preparation is kept in each faculty member's file (résumé and official transcripts are maintained, along with any relevant professional certifications and/or licensures).

- 5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

It is the responsibility of the dean of faculty/education to collect official transcripts for faculty members. Upon hire, each instructor is responsible to complete all new hire paperwork include an official transcript request for each institution attended. The registrar then requests the fees required for securing the transcript and, upon receipt, the transcript request and funds are mailed to the sending institution. Until the official transcripts are received, the dean of education retains a copy of the original request and documents the date on which the request(s) have been sent.

- 5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

Instructors who are missing transcripts have had requests sent to their respective institutions and those outstanding transcripts are being tracked. New faculty members are required to complete a transcript release at the time of hire and periodic audits of faculty files are done to ensure transcripts have been received. Follow up is done on outstanding transcripts as is needed.

One adjunct faculty member, Jennifer Crippen-Springer, has an outstanding transcript from an institution that is no longer in existence. Documentation currently included in the instructor's file includes a copy of the diploma from the massage therapy program, a copy of the massage therapy licence from the State of Illinois Department of Financial and Professional Regulation, and a copy of the massage therapy certification from Associated Bodywork & Massage Professionals. Additionally, Ms. Springer has official transcripts on file for a Bachelor of Science in Environmental Science from Roosevelt University.

- 5.29 In what ways does the campus evaluate instruction?

Deans of faculty/education conduct classroom observations of all new faculty members within their first 30 days of teaching; classroom observations of the entire faculty take place annually at a minimum. Students are also surveyed in the middle of their course for the purpose of soliciting feedback about an instructor's abilities.

- 5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

Feedback is shared with each faculty member shortly after observations and course surveys are conducted. This feedback is used to promote better teaching. Improved teaching is also promoted through quarterly training of faculty.

- 5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

All faculty meet with their dean of faculty/education to discuss planned development for the year. Once a plan is in place, the faculty member and dean of faculty/education sign the plan, which is maintained in the dean of faculty/education's office. The dean of faculty/education is responsible for reviewing each plan quarterly, contacting faculty for supporting documentation of completion of planned activities, and updating the file with a signature on a quarterly basis.

- 5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?



Every faculty member has a development plan. There are two categories of activities: in-service and professional growth. Faculty members work with the dean of education to establish their development plan, which requires participation in each category throughout the year.

5.30.2 How is the plan implemented?

Each faculty member is required to submit an faculty development plan on an annual basis as an approximation of what will be done. Faculty development plans are reviewed on a quarterly basis in order to update the plan to reflect any activities that have been completed from the annual plan and also ammended to included new activities not noted on the annual plan. Annual plans require that faculty members submit activities that are specific to their discipline, as well as activities that are meant to develop their abilities in the classroom.

5.30.3 How often is the plan reviewed?

The plan is reviewed quarterly and annually, with an opportunity for the dean of education and faculty member to provide comments about the plan.

5.31 Describe how the campus ensures that all faculty complete development plans.

Deans of education partner with each faculty member to develop their plan for the year. Progress on the plan is reviewed and discussed with the faculty quarterly and annually.

5.31.1 How are the activities documented by the campus?

Completed activities are acknowledged on the Faculty Development Plan form and a certificate of completion is placed in the faculty member's accreditation file.

5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

In-Services are held every quarter. Campuses may elect to hold in-service as an individual campus or in collaboration with other campuses in the same geographic area. Campus-based in-services are held 2 out of 4 quarters per year.

A regional in-service training designed and delivered by corporate support, takes place twice annually. Content for this in-service includes topics related to academic delivery (in previous years, service learning and learning outcome assessments were introduced to faculty during a regional in-service, for example). The next regional in-service is in Spring 2015 and the teaching method highlighted during the in-service will be determined in early Winter 2015.

5.32.1 List the schedule for the next 12 months.

Inservice activities are scheduled twice each quarter. Campus based in-service activities are planned for weeks 2 and 8 in Fall and Spring quarters. Regional inservices are held at the Globe University – Woodbury campus in Winter and Summer quarters taking place of the week 8 campus inservice.

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

Faculty members present documentation of professional growth activities to the deans of faculty/education in a variety of ways. First, professional experience is documented on the résumé and/or confirmed through a third party. Second, documentation of participation in professional conferences is collected and maintained in the faculty member's accreditation file.

5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty meetings take place quarterly, contain information specific to campus administration and student needs, and are documented by the dean of faculty/education, who maintains a roster of those in attendance.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.



Feedback from faculty, students, graduates, employers, and program advisory committees is reviewed quarterly with the intent of continuing to improve the curriculum. A review of faculty members' performance takes place annually and faculty members are encouraged to share their proposed areas of improvement. In addition, the dean of faculty/education identifies areas where faculty is in need of improvement and provides ongoing training opportunities at the campus level.

- 5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

Full-time faculty members teach approximately 300 contact hours, not exceeding 5 preparations and not teaching across more than 3 academic disciplines.

Part-time instructors teach fewer than 300 contact hours, not exceeding 5 preparations and not teaching across more than 3 academic disciplines.

- 5.37 What is the student-teacher ratio, for each program area, at the campus?

Accounting – 3.5 students/faculty

Business – 4.4 students/faculty

IT – 1.3 students/faculty

Massage Therapy – 2.85 students/faculty

Veterinary Technology – 7.5 students/faculty

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS

- 5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

Minnesota School of Business integrates general education into all degree programs. The purpose is to engage and expose the students to the liberal arts disciplines, providing critical and analytical skills and intellectual knowledge that serve as a base for lifelong learning and allows the student to function as a well-informed global citizen.

- 5.38.1 Cite examples:

The interpersonal relations course will help students understand themselves and how they relate to others, particularly in the workplace. The speech course provides students with the confidence to speak in front of people in the workplace as well as social settings. Finally, the composition course provides students with written communication skills that will enable them to write and communicate more professionally in the workplace.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

- 5.39 Describe how part-time faculty are utilized by the campus.

Part-time faculty are an integral part of the instruction at our schools. Part-time faculty bring extensive and relevant field knowledge to our students, providing the best opportunity to ensure that students learn how to bridge the gap between theory and practice.

- 5.39.1 What percentage of the faculty is part-time?

Approximately 80% of the faculty are part-time

- 5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

Part-time faculty are evaluated and monitored in the same manner as full-time faculty. Our hiring practices, methods for classroom observation, and collection of feedback from students, graduates, and employers does



not vary for part-time faculty. Part-time faculty are also required to meet annual requirements for professional growth and participation in in-services.

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

- 5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

Of the 65 classes instructed on this campus during summer 2014 quarter, 35 (54%) are taught by those having advanced degrees while 30 (46%) are taught by instructors without advanced degrees.

- 5.40.1 Describe the efforts to recruit and retain qualified faculty members.

Faculty members are recruited through a variety of methods. When staffing, advertisements are placed in local newspapers, on career websites, the internal website, in relevant journals.

Faculty and academic staff also refer qualified individuals. These individuals are invited to apply and participate in the same process as individuals responding to advertisements. Résumés are reviewed and candidates are invited in for interviews. Program chairs may be invited to be part of the interview process if they are available. The goal is to hire accomplished instructors with advanced credentials who are able to impart the information to our students in ways that contribute to the student's success. Full-time instructor positions are most often filled by individuals who have served as adjunct instructors and have proven their teaching abilities, subject matter expertise, and shown their willingness to participate in faculty meetings, advising, and other activities of the institution and service to our students.

The institution works to retain qualified faculty members by providing salaries that are competitive with other career colleges, employee benefits such as free tuition, first choice of courses offered, assistance with professional development, faculty appreciation events, and opportunities to socialize outside of work hours.

- 5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

The institution maintains faculty files containing résumés and official college and university transcripts, and/or certificates of completion for education and training. When required by either the program or level of credentials, a faculty work experience verification form may be filed.

- 5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

Jennifer Crippen-Springer has a Bachelor of Science in Environmental Science from Roosevelt University and teaches in the Massage Therapy Program. Additional documentation currently in the instructor's file includes a copy of the diploma from her massage therapy program, a copy of the massage therapy licence from the State of Illinois Department of Financial and Professional Regulation, and a copy of the massage therapy certification from Associated Bodywork & Massage Professionals.

- 5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

Our campus regularly monitors student populations across our two- and four-year degree programs in order to remain responsive to the scheduling needs of our students. Our incoming students range in terms of prior postsecondary experience, which results in diverse course scheduling needs across students who are new to our institution. This, coupled with a consistent focus on retention initiatives, helps to maintain a population at



varying stages of our two- and four-year programs. Additionally, our campus offers multiple “laddered” degree programs, that allows for consistent course offerings across two-year programs (e.g., A.A.S. Business Administration) and the required lower division courses for four-year programs (e.g., B.S. Business Administration). Finally, our campus remains responsive to enrollment declines and, where applicable, may choose to cease enrolling new students in a program if we are unable to maintain sufficient enrollment.

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

Not applicable.

5.43.1 How often does the committee meet?

Not applicable.

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

Not applicable.

DOCTORAL DEGREE INSTITUTIONS

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

Not applicable.

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

Not applicable.

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).

Not applicable.



6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

- 6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

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 is AVMA compliant.

- 6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

All campuses hold a certificate of occupancy showing they meet all federal, state and local codes. Each property is inspected annually and monitored by 3rd party vendor for fire protection. Campuses also conduct semi-annual emergency response and evacuation plans.

- 6.2 Does the campus utilize a campus addition or additional space?

Yes No

- 6.2.1 If yes, describe these locations.

- 6.3 Describe any plans to improve the physical plant and equipment.

Each quarter classrooms are assessed by instructors and administration to assess any trends or needs that may have arisen, and update and/or purchase new equipment when needed or recommended by a program chair or academic department.

At this time there are no immediate plans to improve the physical plant or equipment at Globe University – Moorhead.



7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The student catalog reflects the institution's educational programs by including program pages for each program. The program pages include objectives and goals for the program, core course requirements, any required or elective general education courses, and notes specific to the program, foundational coursework, or campus locations where certain courses are offered. The catalog also includes a description of all current course offerings with required prerequisites or co-requisites.

The institution's operations and services are described in an information section at the start of the student catalog. A detailed table of contents is provided to assist students in finding specific information such as quarter schedules, accreditation, our philosophy and mission statement, tuition and financial aid, admissions requirements, academic services, and other general information.

7.1.1 How often is the catalog published?

The student catalog is published twice a year – approximately February 1 and August 1 of each year. Addenda for the catalog are published as necessary to update catalog content between publication dates.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

Each student receives a course catalog upon an interview at the school and when they apply for admission. In addition, upon biannual printing of new volumes of the catalog, they are made available to all students upon request.

7.2.1 What other publications are provided to enrolled students?

Other publications included are financial aid information and the student handbook which are printed annually.

7.3 Describe the advertising and promotional literature.

Advertising and promotional literature is appropriate for approved campuses and programs. All promotional literature is reviewed by the Institutional Quality and Effectiveness department prior to use.

7.4 Describe any plans for changes in publications.

There are not planned changes in publications at this time.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

All courses are listed in the Minnesota School of Business catalog, Volume 37, dated February 1, 2014, beginning on

page 144. Where a prerequisite exists, it is noted in the description for the specific course.

Per the catalog, 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



7.5.1 How does the catalog explain the course numbering system?

The following is a guideline for course numbers and class sequencing and appears on Page 42 of Volume 37 of the February 1, 2014 catalog:

- 100-149 Courses having no prerequisite and courses normally taken during 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 graduate 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

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

General education is defined on page 34-35 of Volume 37, February 1, 2014 of the course catalog as reflected below:

General education, including the disciplines of communications, natural science/mathematics, humanities and social science, should be an integral part of all associate degree 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.

7.7 Describe the published performance information concerning student achievement.

Consistent with the United States Department of Education Gainful Employment Program Integrity regulations, our institution provides data regarding on-time completion and job placement for each program offered at Minnesota School of Business. These disclosures are provided utilizing the Department of Education's Gainful Employment Disclosure Template on each program's home page within the Minnesota School of Business website. Additionally, link to a page where the disclosures may be accessed is provided within the Globe University/Minnesota School of Business course catalog.



Additionally, consistent with the “Student Right to Know” provisions of the Higher Education Act, graduation and retention rates as reported in the IPEDS surveys, in addition to placement rates as reported to ACICS, are available for each Minnesota School of Business campus at the following location:

<http://www.msbcollge.edu/about-us/consumer-information-and-gainful-employment/>

7.7.1 Where is the campus performance achievement information published?

Performance achievement data for each program of study is published on each individual program page on the Minnesota School of Business website, www.msbcollge.edu.



8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

All resources purchased for the library have been suggested by, or approved by, faculty or program chairs at the campus level. For resources that are accessible to the whole student body, approval is also obtained from the executive program chairs and project director of curriculum development.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

Relationships are maintained with OCLC, Minitex, and WiLS to provide access to materials not available in the Minnesota School of Business Library System.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

The campus library contains both reference and circulating print books, as well as journals and magazines, newspapers, DVDs, flashcard sets, and atlases. The materials held by the library have close ties to programmatic subjects of study, as well as to programmatic outcomes.

The library's online holdings include databases, eBooks, and discovery services.

Databases:

- Chronicle of Higher Education
- CREDO Reference
- Daily Life through History
- EBSCOhost:
 - Academic Search Premier, Alt HealthWatch, Business Source Complete, CINAHL Plus with Full Text, Computers and Applied Sciences, Consumer Health Complete, ERIC, GreenFILE, Health Source: Nursing/Academic, LISTA, MegaFILE, Points of View, Professional Development Collection, Regional Business News, Science Reference Center
- Encyclopedia Britannica
- Facts on File:
 - Ferguson's Career Guidance Center, Health Reference Center, World Geography and Culture, Writer's Reference Center
- Faulkner Information Services (FAITS)
- Films on Demand
- First Research
- Functional Anatomy
- Gale:
 - Academic OneFile, Biography In Context, Business Economics and Theory Collection, Communication and Mass Media, Computer Database, Criminal Justice Collection, Educator's Reference Complete, Fine Arts and Music, Health Reference Center Academic, LegalTrac, Opposing Viewpoints in Context, Science in Context, Small Business Resource Center



- JAVMA (eJournal)
- LexisNexis Academic
- Nursing Research (eJournal)
- OCLC:
 - ArchiveGrid, CAMIO
- ProQuest:
 - Criminal Justice Periodicals, ProQuest Newsstand, Psychology Journals, Statistical Abstract of the United States
- Vetstream
- WestlawNext (Password Only)
- Zinio

The institution's libraries also use the following eBook vendors:

- EBSCO eBooks
- EBSCO eBooks Academic Collection
- EBSCO eBooks Business Collection
- Ebrary
- EBL
- Gale Virtual Reference Library
- ABC-CLIO Collection
- Sage Reference
- Science Direct

In addition, the institution's libraries use these services:

- EBSCO Discovery (We named it MultiSearch)
- EBSCO A-Z with LinkSource (We named it Journal Search)

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

Resources are purchased to support the full scope of degree levels, so diploma students will have access to the full library collection, not just materials purchased to support the courses in their academic program. Resources are approved at the campus by the program chair who makes the determination about relevance to the collection as well as appropriateness for different degree levels.

8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

Reference materials are classified using the Dewey Decimal system and shelved on open shelves that are available for browsing. Periodicals are shelved in magazine racks as well as Describe the assessment strategy for library resources and information services. Periodicals are retained on a schedule with a maximum retention time of 2 years. Librarians are available to assist students with finding resources within the online library via live chat, phone or text.

8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

Materials are cataloged and added to our public catalog centrally by the director of textbook services with changes to individual items being updated by the campus librarian.

8.6 What is the budget for instructional resources (excluding personnel allocations)?



The annual campus library budget is divided into three sections: Serials, Core, and Local. The Serials and Core budgets are set at the corporate level and the Local budget is determined at the campus level by the campus director and campus librarian. The serials budget is used to purchase print journal and magazine subscriptions for the campus. The 2014 serials budget is \$3425.00. The core budget is used to purchase print reference materials which are chosen at a corporate level. The 2014 core budget is \$6250.00. The local budget is used to purchase other programmatic instructional materials that are chosen at a campus level by the campus librarian in cooperation with program chairs. The 2014 Local budget is \$5000.00.

8.6.1 How is the budget determined?

The budget is determined annually based on the previous year's expenditures as well as the program enrollment. Additional factors include consideration of new courses or CORE collection titles that have been added for the upcoming year. Approvals are determined by the executive program chair, academic dean, and chief financial officer.

8.7 Describe the assessment strategy for library resources and information services.

All existing resources that require renewal are presented to the academic dean and appropriate executive program chair by the director of textbook services. Usage, visits and applicability to curriculum are described. Items are renewed or new items are found that meet current curriculum and campus program needs.

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Syllabi specifically note library instruction. This instruction involves the campus librarian coming to the classroom and presenting either general library training, or instruction specific to a course assignment. The librarian also takes part in new faculty training, describing elements of library training. On an ongoing basis, the campus librarian attends faculty meetings or academic leadership meetings to keep faculty abreast of library functions and take note of any programmatic needs.

8.9 Describe the facility where library and instructional resources are held.

The campus library is located on the second floor of the Moorhead Campus, next to the main stairwell. The library contains 4 banks of bookshelves that house the library's materials collection. The print magazines and journals are displayed at the end of these aisles. A quiet study area is located near the bookshelves with a table for students to study. The other side of the library houses the campus librarian's desk, six student computers, a printer, and two tables for studying. The campus librarian's desk faces the entrance of the library so that the librarian may monitor the library's entrance. The library is attached to a computer lab classroom, which holds eighteen student computers and an instructor computer, which is wired to an overhead projector and speakers.

8.10 Describe any plans for improving instructional resources.

In 2013, the campus took a great step in instructional resources by implementing iPads™ on a one-to-one basis for students and faculty. All librarians also received iPads. This acquisition allows the librarians to create more trainings or discover and advocate for apps that are program-specific or critical to student success. For example, APA apps are commonly discussed by librarians to students.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

The campus librarian is responsible for assisting students and faculty in the use of the library during posted library hours. The Campus Librarian holds a Master's of Library and Information Science from St. Catherine University, St. Paul, MN. St. Catherine University's MLIS program is ALA-accredited.



8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

Student workers are cross-trained by the campus librarian to be able to assist in the library. Student workers do not have scheduled hours in the library, but are trained to assist students in accessing librarian assistance through the library Connect website. Student workers are also trained to assist with basic library functions like checking out books and searching the library catalog. Student workers are scheduled at the campus's front desk only.

8.12 Explain how the instructional resources serve the needs of the educational programs.

The CORE collection of libraries is designed to align with campus programs and sizes. For example, campuses that offer both associate and baccalaureate programs in one discipline will offer research information to meet both academic levels.

8.12.1 How does the campus determine which reference works are acquired?

Reference works are chosen by the executive program chair of each program and members of the corporate support team. This insures that the campus has program core material consistent with program objectives. The campus librarian purchases reference and circulating works using the campus library budget.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

~.1%

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

Budget allocations for library acquisition have slightly decreased within the last three years.

8.14.1 Explain.

While each campus maintains its full CORE collection, the increases before were attributed to new campuses. At present, campuses are reaching maturity status with a strong set of CORE information

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

In our physical and online libraries Globe/MSB uses the Dewey Decimal System to organize its books and eBooks. Students are able to find the book Dewey number by searching in the catalog. Librarians are the experts, so if a student needs assistance in finding a particular book, or subject we assist the students in finding them by using our online catalog. The print periodicals are located by subject area and we preserve two years of the in our library stacks.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

Each year our executive program chairs decide on a list of CORE books that are relevant for each program. A budget is determined to fund these CORE books for each campus and our online library's eBooks. The CORE list of books is then purchased at each campus for the programs that are taught on that campus. Then, there is a local budget that allows each campus to purchase books that the program chairs of each program believe would help their students' studies. The librarian at each campus is responsible to purchase the books working from the CORE list and with the campuses local budget and program chairs input.

There are asynchronous training materials, guides, and databases available 24/7 from the library's website. Librarians provide library instruction within classes; some is required on the syllabus and some is requested of the individual instructor. There are also instructional videos, interactive tutorials, and links to the library within online courses. Librarians are available most days of the week to answer research questions. We are usually



able to answer questions via chat: Monday-Thursday from 9 a.m. to 10 p.m., Friday 9 a.m. to 2 p.m. and Sunday from 1:30 a.m. – 10 p.m.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

The Campus Library has 2350 print books, 33 print journals and magazines (with issues going back two years), five newspaper subscriptions, 40 DVDs, five sets of flashcards, and six atlases.

8.17.2 Total number of online collections available

Total number of online collections available

- 51 Databases
- 200,940 Unique eResources
- 169,540 eBooks
- 67 Online Research Guides
- 72 Instructional YouTube Videos

8.17.3 Number of titles and/or online collections related to each program offering

The campus library holds approximately 400 titles related to Accounting and Business.

The campus library holds approximately 100 titles related to Information Technology.

The campus library holds approximately 100 titles related to Massage Therapy.

The campus library holds approximately 200 titles related to Paralegal Studies.

The campus library holds approximately 250 titles related to Veterinary Technology

8.17.4 Number of titles and/or online collections related to general education courses taught

The campus library hold approximately 1300 titles related to General Education.

8.17.5 Number of program-related periodicals to which the institution currently subscribes

The campus library provides 27 program-related periodicals.

8.17.6 Number of other periodicals available

The campus library provides six other periodicals to support the general education courses offered on campus.

8.18 Describe the library's procedures regarding student borrowing and return of materials.

Students may borrow library materials if they are registered for the current or upcoming term. New students must begin the term before borrowing materials. Student picture IDs must be valid, current, and presented in person in order to borrow materials. No library materials will be lent to a patron using another student's ID. Each borrower is responsible for all library materials borrowed on his/her library account. Students may borrow up to 15 items, which may include no more than five media items. All checked out materials are due at the end of the quarter. In the event a student is not yet in the library database and does not have an ID, the student may present a driver's license or state ID and the librarian should verify their student status before processing the loan. Students may have 2 renewals of all circulating items, excluding reserve and interlibrary loan materials, unless the item is on hold or has been requested by Interlibrary Loan (ILL).

Books	Students/Faculty/Staff	21 days
Audio Visuals	Students/Faculty/Staff	14 days
Reserve Materials	Students	2 hours in-library use only
Periodicals	Students/Faculty/Staff	21 days
Current Periodicals	Students/Faculty/Staff	Non-circulating



Reference	Students/Faculty/Staff	Non- circulating
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Items may be renewed in person, over the phone, email, or via the library catalog. If a patron needs to use an item that is at another campus, a Hold may be placed on the item by requesting the item through the Catalog or by requesting it in person with the librarian. The patron will be notified by email when the book is available for them to pick up at their designated campus. Globe University students, staff, and faculty may borrow items via Interlibrary Loan (ILL) from other libraries throughout the region and the nation if the Library does not own or have access to the item sought. An item is considered overdue when it has not been returned to the library or renewed by its due date. The Globe University Libraries do not charge fines for overdue materials; however the librarian will place a hold on the student's record when materials become overdue. The hold will be removed upon return of the materials, or payment if the materials are lost or damaged. This hold prevents the students from receiving transcripts or diplomas. In the event a library item is lost or damaged, the borrower is responsible for reimbursing the library for the replacement cost of the book and a processing fee.

An item is considered lost when:

The borrower informs the library that the item is lost or damaged

The item has not been returned by the end of 30 days after the due date

The borrower withdraws from school

The replacement charge for a non-returned item is based on the following fee schedule:

Books & media (replaceable): retail cost plus \$10 processing fee

Books & media (not replaceable): \$50

Magazines and Journals (not replaceable): \$20 per item

iPad™ Chargers: \$75

A hold will remain on the student's record until the replacement cost is paid or the lost material is returned. The student cannot register or receive grades, transcripts or diplomas until the charges are paid. All library charges must be paid in the Students Accounts Office. After payment, the hold will be removed, and the student may resume normal library borrowing. If a student wants to appeal the hold on his/her record, the appeal should be directed to the network library director and dean of faculty at the campus for assistance.

8.19 Describe how online resources, if any, are made available to students.

At the library website, students can use their standard username and password to log into the databases and eBook collections. Students can view the research guides and instructional videos and tutorials without logging in. In CampusConnect (our Blackboard LMS), there are links to the library website. In Online classes, there are often links to the library, an instructional video or interactive tutorial about the library or instructions on how to use the library for an assignment.

8.20 Describe how the campus monitors student usage of the library and instructional resources?

Each campus librarian takes the following statistics each quarter:

- Total walk in traffic every day.
- Questions answered by the librarian broken down by Reference, Citation, Information, Computer/Technical, or Bookstore.
- Library Instructions given by subject.
- Local patron/student checkout of books in the library and for home use.
- How many reference or library books are used in the library or browsed.
- Interlibrary Loans both lending and borrowing
- Collect statistics on website and database usage



8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

The faculty is integral to the library's collection development process. Each program chair must approve all titles ordered for the academic program under their oversight at the campus. Five suggestions of items to purchase are required to be submitted for consideration annually. This process is detailed in the collection development policy.

b. appropriate national professional organizations and societies, and

The library collects materials published by appropriate national professional organizations and societies. We subscribe to magazines produced by many of the professional organizations that our students may join, such as ACSMs Health and Fitness Journal and Facts and Findings: Official Publication of the National Association of Legal Assistants. We also purchase books from organizations that publish standards for those professions such as AICPA Professional Standards and AA-EVT's Equine Manual for Veterinary Technicians. The library accepts recommendations from any faculty member who may know of resources recommended by another organization or society.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

The library uses all sources at its disposal to find appropriate materials for our libraries. These sources include nationally recognized lists, like "Best of" lists from major publications as well as national and international award winners, such as Nobel and National Book Award winners. These lists are evaluated based on our collection development policy and collected if they meet our criteria.

8.22 Describe any plans for improving the library.

The library constantly strives for improvement through continuous evaluation of current resources, and in particular, the electronic holdings. The library has recently purchased a new library management system which will improve workflows and make outside materials more visible to our students.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.23 How does the professionally trained individual maintain his/her professional awareness?

The campus librarian maintains her professional awareness by attending campus or regional in-service training at least once quarterly. She also attends webinars each quarter on library, education, and technology topics. The campus librarian stays current with topics in librarianship by utilizing the campus subscription to Library Journal, as well as by staying up to date with American Librarian Association news.

8.24 How many hours a week does the professionally trained individual personally supervise the library?

The campus librarian personally supervises the library 40 hours per week.

8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

- Globe/MSB Network has a robust library website at this URL: <http://library.globeuniversity.edu/home>. A team of librarians have developed Library Guides that help students in any of their classes to find the correct resource for their research. Each guide offers the appropriate databases for subject specific research, book, and eBook, iPad APPS that are useful, Films, and an APA guide. We also advice students on Professional Organizations for their fields of study in our guides.
- Globe Network Libraries has databases for each degree program we offer. In addition we have databases to help students in any of their general education classes. Globe/MSB libraries has an APA



Guide, which informs students on the regulations of citations and research paper format. APA format and citations guidelines are created by the American Psychological Association.

- Our online catalog allows students to find print books and eBooks, which they can check out. eBooks are checked out on students' iPads, while print books are checked out at each of our campuses.
- Globe/MSB Librarians offer library instruction to classes. The online library offers video tutorials for each class to help students navigate the library's best online resources. These tutorials may be found at this URL: http://library.globeuniversity.edu/online_courses. The librarians work with our educational deans to make sure we are teaching to each program's needs. In residential classes, librarians go to classes to teach subject specific library instruction. Currently, librarians use a variety of resources to teach information literacy to classes. To excel in our library instruction we have a Library Instruction Committee that works to ensure that we are working within the educational standards of Globe/MSB and of the American Library Association's ACRL standards. The Library Instruction Committee meets every month to develop new pedagogical changes to our library instruction. Here is a list of classes that each librarian is required to perform library instruction to:

Course Code	Course Name	Type of Library Instruction
AC200	Intermediate Accounting I	Program-Specific
AG120	Introduction to Animal Science	Program-Specific
AR150	Residential Construction Drawings I	Program-Specific
BS180	Supervisory Management	Program-Specific
BS330	Salon and Spa Business Strategies	Program-Specific
CJ105	Intro to Criminal Justice	Program-Specific
CM121	Composition	Core
DV105	Basic Idea Development	Program-Specific
EB102	Media Landscape	Program-Specific
ED170	Design for Manufacturing	Program-Specific
ET205	Creative Problem Solving for Designers	Program-Specific



GA200	Introduction to the Game	Program-Specific
GR122	Typography and Composition	Program-Specific
HM105	Public Health	Program-Specific
HS102	Intro to Exercise Science	Program-Specific
IT135	Computing Fundamentals	Program-Specific
LA122	Introduction to the Legal Profession	Program-Specific
MA131	Intro to Clinical Skills I	Program-Specific
MS115	Swedish Massage	Program-Specific
PD160	Professional Communications I	Core
RN101	Essentials of Professional Nursing	Program-Specific
SQ200	Comic Book I	Program-Specific
VT106	Intro to Vet Tech	Program-Specific

However, librarians will go to any class that would like library instruction. Librarians also create library instruction workshops on how to use iPads, how to specially use the APA citation and formatting, how to write a thesis statement, or whatever subject is needed for our students' success.

8.26 What system is used to catalog library titles?

Library holdings are organized by the Dewey Decimal System. Titles are cataloged in the WorldShare Management System (WMS).

8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

The campus library is open 8:30 am to 6 pm Monday through Thursday and 8 am to 12 pm on Fridays. The campus librarian instructs students on how to use online resources, including the Chat with a librarian website function, so that students are able to access online librarian assistance during the hours that the campus librarian is not available.

8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.



Agreements are in place with Minitex, WiLS and OCLC to make print, video, and journal materials available to our students.

- 8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

Browsing the shelves or the online catalog will show that the library is continuously adding new materials to the collection. The collection development policy requires all acquisitions to support the curriculum and the policy is enforced by the library director. Program chairs are required to submit library recommendations and all faculty members are encouraged to do so as well. Executive program chairs and project director of curriculum development in each program area are involved in the purchase process for all online resources and these resources are available to the students from on or off campus.

FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

- 8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.

Not applicable.

- 8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.

Not applicable.



SELF-STUDY QUESTIONS SUPPLEMENT

9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION

For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

INSTITUTIONAL READINESS

9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.

9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.

9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).

9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.

9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.

Globe University, Minnesota School of Business, and Broadview University have a consortium agreement, allowing students to be able to take classes with one another. Students take 50% or more from their home institution, but are able to take up to 100% of many programs online.

9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery

9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?

9.4 Who oversees the distance education and/or self-paced course/program curriculum?

9.4.1 What are this individual's qualifications?

9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

ADMISSIONS REQUIREMENTS AND ENROLLMENT

9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

9.6.2 How the student's privacy will be protected in the identity verification process?

9.8 Describe the orientation program for distance education and/or self-paced students.



CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

- 9.9 Describe how interaction between faculty and students takes place.
- 9.10 Describe how interaction among students takes place.
- 9.11 What is the student-teacher ratio for distance education courses?
 - 9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

FACULTY AND INSTRUCTIONAL SUPPORT

- 9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.
- 9.13 Identify the educational resources and technology available to faculty on campus and on-line.
- 9.14 Identify the platform used to deliver instruction.

RESOURCES AND EQUIPMENT

- 9.15 What is the budget allocated to distance education delivery?
- 9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

STUDENTS AND STUDENT SERVICES

- 9.17 Describe the student services available to students taking coursework on-line.

STUDENT EVALUATION AND PROGRAM ASSESSMENT

- 9.19 How are students taking self-paced and/or distance education courses evaluated?
- 9.20 How is retention monitored?
- 9.21 Describe the placement services that are available.
- 9.22 Describe how student, faculty, and employer satisfaction are identified.
- 9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?
- 9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

PUBLICATIONS

- 9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?



ACICS Application for Accreditation– PART II

Future Plans for the Institution

Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

Faculty:

Minnesota School of Business – Elk River will continue to employ a mix of full-time and adjunct faculty to accommodate the mix of program offerings and schedules available to our students. Faculty training and development is continually implemented in order to empower faculty to meet the needs of our students. Part of the training includes a new faculty orientation. New faculty will participate in an eight hour online orientation that focuses on ways to teach adult learners using a variety of teaching methods, classroom management techniques, and instruction on how to design a syllabus addendum and lesson plans that meet the learning objectives of Globe Education Network course(s). New faculty will also gain an awareness of the Network's policies and additional resources by completing individual readings and exercises that highlight established policies and procedures and engage the faculty in the technology resources frequently used by students. The online orientation includes links to the Faculty Handbook, Employee Handbook, and other key institutional documents that faculty members can download for quick reference. New faculty members who complete the online new faculty orientation are kept as active students in the course so that they have continued access to the materials contained therein, regardless of their tenure. In addition new faculty members participate in an on campus practical application section of New Faculty Orientation.

Administration:

The Minnesota School of Business-Moorhead campus will add staff as needed based on our organizational and institutional outcomes. Communication is a key component to the success of our administration and campus. All-campus meetings have been implemented for the coming year to improve cross-department communication and training.

Physical Plant:

The Minnesota School of Business-Moorhead campus currently has the necessary physical space to adequately meet the needs of our programs and student body.

Equipment:

The Minnesota School of Business-Moorhead campus currently has the necessary equipment and supplies to adequately fit the needs of our campus. Any additional campus equipment and supplies needed as enrollment increases or to remain competitive will be purchased to meet the needs of our student body.

Library:

The Minnesota School of Business-Moorhead library is under consistent assessment to ensure we are providing the most updated resources and collections to our students. Collection and resource assessment will continue to be monitored quarterly with the campus librarian, associate deans of education, campus director, program chairs and corporate support to match the needs of our students.

Admissions and Graduation Requirements and Standards:

Through the admissions process, the expectation of the Minnesota School of Business-Moorhead campus is that we accept and enroll students who best match our mission and curriculum. Minnesota School of Business-Moorhead plans to continue to monitor the retention of our incoming students through their first and second



ACICS Application for Accreditation– PART II

Future Plans for the Institution

quarters to ensure our admissions process is successful in setting the correct expectation. We continually work toward a reputation where employers look to Minnesota School of Business-Moorhead to provide skilled graduates for in-demand career fields. Future plans include continuing this tradition while also working to strengthen the campus's position as a leader within the local community in order to provide graduates with the best possible career opportunities.

Curriculum:

The Minnesota School of Business-Moorhead campus will continue to work closely with our faculty, executive program chairs, program chairs and corporate support to build and maintain our program curriculum to remain up to date and on pace with any program changes and needs.

Program advisory committee members play an important role in assisting to evaluate and suggest changes to the curriculum which ensures that our students have a competitive advantage when entering into the workforce. The campus works to communicate with advisory board members throughout the year to help them stay current with the happenings on-campus and encourage them to play an active role in the success of the future graduates within their industry.

Increase or Decrease in Student Body or Faculty:

The Minnesota School of Business-Moorhead campus plans to increase student census through the next year by focusing on student retention and community engagement. It is a campus wide goal from the admissions process through the graduation process to provide the resources necessary for students to find success. Admissions will focus on enrolling students who best match our mission and curriculum. Policies, procedures, and resources will be explained throughout the admissions process, including in the interview, the application, registration, and new student orientation. Additionally, we will be taking a proactive role in improving retention. A retention committee has been organized and meets weekly to identify students of concern and create an action plan in helping the student.

Any Other Plans:

Minnesota School of Business has been able to adapt to the ever-changing business world since 1877. Minnesota School of Business-Moorhead plans to continue to operate under the philosophy that a private career college should provide the community with educational programs which supply knowledge and skills to support immediate employment goals. The ability to change quickly in order meet local employment demands has served the campus well; therefore this strategy will be maintained.



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

Please explain how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

How the self-study was planned:

The self-study was a collaborated effort between the Globe Education Network Institutional Quality and Effectiveness (IQE) department and the Minnesota School of Business-Moorhead leadership team. IQE supplied a list of questions within the self-study that required campus specific answers. Using that list, the campus director communicated with all team leaders to assign certain questions within the leaders' area of expertise. After all questions were answered, the campus and regional directors reviewed all answers and then sent the self-study back to IQE where all of the campus specific and non-campus specific responses were combined into one document. After the completion of this step, the self-study was reread by the campus director and the regional director to approve all the information provided.

Who organized, supervised, and participated in its preparation:

The process was organized collaboratively by Dr. Mitchell Peterson, director of institutional quality and effectiveness at our corporate office and John Andrick, Minnesota School of Business-Moorhead campus director. Dr. Peterson and Mr. Andrick were responsible to oversee that all participants answered assigned questions and submitted them in a timely manner. Questions were assigned due to each team leader's area of expertise. Answers were provided by the campus director, associate deans of education, financial aid manager, director of career services, director of admissions, and campus librarian.

Person or persons who prepared each section of the report (and signatures):

	Section	Name	Signature
1.	MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS	John Andrick, Brian Boeshans, Jesika McCauley, Rikki Iverson	JM J RF BB
2.	ORGANIZATION	John Andrick, Brian Boeshans, Jesika McCauley, Rikki Iverson	JM J RF BB
3.	ADMINISTRATION	John Andrick, Brian Boeshans, Jesika McCauley, Rikki Iverson	JM J RF BB
4.	RELATIONS WITH STUDENTS	John Andrick, Brian Boeshans, Jesika McCauley, Rikki Iverson, April Ide	JM J RF AI BB
5.	EDUCATIONAL ACTIVITIES	John Andrick, Brian Boeshans, Jesika McCauley, Rikki Iverson, Stacey Tronson, April Ide	JM J RF AI BB ST BB
6.	EDUCATIONAL FACILITIES	John Andrick, Brian Boeshans, Jesika McCauley, Rikki Iverson, April Ide	JM J RF AI BB
7.	PUBLICATIONS	Corporate Offices	
8.	LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS	April Ide	AI
9.	DISTANCE EDUCATION AND OTHER FORMS	N/A	



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

	OF NONTRADITIONAL EDUCATION		
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The extent to which the document is viewed by the institution as a planning document for the future:

The Minnesota School of Business-Moorhead campus self-study is a living document for our campus' focus on our students, our curriculum, our staff and faculty and how all of these things together form a campus that provides excellent education and support for its students to ensure their career success. Any future plans for our campus are located in our Campus Effectiveness Plan where each area of operation is analyzed and supplied with a plan for improvement.

Certificate of Participation

*The Accrediting Council for Independent
Colleges and Schools
presents this certificate to*

John Andrick

for attending the Renewal Accreditation Workshop
on April 24, 2014 in Nashville, TN.



Albert C. Gray, Ph.D.
President and CEO

Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See

INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Associate in Applied Science-Accounting and Tax Specialist	Program Length (wks)	91 (day) - 143 (evening)	Credential Level	A.A.S.	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				850.00	340.00	-	1,190.00	85.00	17.00	-	102.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock/contact hours	Lecture	Lab	Intern Extern		
AC110	Accounting Principles I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC120	Payroll Accounting	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
AC150	Accounting Principles II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC160	Managerial Accounting	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC170	Accounting Systems	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
AC190	Excel for Accounting	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
AC200	Intermediate Accounting I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC250	Intermediate Accounting II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC310	Tax I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC350	Tax II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS100	Business Mathematics	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS105	Introduction to Business	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS280	Business Law	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS325	Fraud Examination	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CL131	MS Office Applications I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
PD160	Professional Communications	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
	General Education Requirements											
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	General Education Electives	Y	Y	180.00	-	-	180.00	18.00	-	-	18.0	

Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS
New Program Application Process

V.06.06.2014

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Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University
Program Name:	Associate in Applied Science-Accounting and Tax Specialist		Program Length (wks) 91 (day) Credential Level A.A.S.

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,165.00	290.00	-	1,455.00	116.50	14.50	-	130.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options						-	-	-	-	-	
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	

Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See

INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Associate in Applied Science-Business Administration	Program Length (wks)	78 (day) - 117 (evening)	Credential Level	A.A.S.	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS		85.00	140.00	-	990.00	85.00	7.00	-	92.00	Optional		
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock/contact hours	Lecture	Lab	Intern Extern		
AC110	Accounting Principles I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS100	Business Mathematics	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS105	Introduction to Business	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS170	Customer Service Strategies	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
BS180	Supervisory Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS200	Small Business Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS210	International Business	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS280	Business Law	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
CL131	MS Office Professional I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
MK205	Marketing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK210	Consumer Behavior	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD160	Professional Communication I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communication II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
	Electives approved by Dean of Students and Program Chair	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	General Education Requirements											
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS116	College Algebra	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
	General Education Electives	Y	Y	220.00	-	-	220.00	22.00	-	-	22.0	

Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS
New Program Application Process

V.06.06.2014

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Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Associate in Applied Science-Business Administration		Program Length (wks)	78 (day)	Credential Level	A.A.S.

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock						
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,205.00	290.00	-	1,495.00	120.50	14.50	-	134.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options						-	-	-	-	-	
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Associate in Applied Science-Information Technology	Program Length (wks)	78 (day) - 117 (evening)	Credential Level	A.A.S.	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

**DE = Distance Education*

TOTALS		790.00	300.00	-	1,090.00	79.00	15.00	-	94.00	Optional		
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock/contact hours	Lecture	Lab	Intern Extern		
BS170	Customer Service Strategies	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
CJ220	Security: Private, Local, State and Federal Governments	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
CS131	MS Office Applications I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
DB211	Database Design	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT135	Computing Fundamentals	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT155	Computer Essentials	N	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
IT205	Operating Systems I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT255	Operating Systems II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NT242	Data and Networks	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NT272	Network Administration and Security	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SD114	Introduction to Software Development	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD232	Scripting	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
	Electives approved by dean of students and program chair	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	General Education Requirements											
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	General Education Electives	Y	Y	180.00	-	-	180.00	18.00	-	-	18.0	

Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University
Program Name:	Associate in Applied Science-Information Technology		Program Length (wks) 78 (day) Credential Level A.A.S.

Identify the institution's unit of credit [SELECT ONE]	Clock						
	x Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

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*DE = Distance Education

TOTALS				1,165.00	290.00	-	1,455.00	116.50	14.50	-	130.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options						-	-	-	-	-	
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Associate in Applied Science-Internet Marketing	Program Length (wks)	78 (day) - 117 (evening)	Credential Level	A.A.S.	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

**DE = Distance Education*

TOTALS				760.00	300.00	-	1,060.00	76.00	15.00	-	91.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
BS105	Introduction to Business	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS170	Customer Service Strategies	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
CL131	MS Office Applications I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
MC290	Web Analytics and Reporting	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK205	Marketing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK220	Sales Management	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
MK225	Internet Marketing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK250	Internet Advertising	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK275	Social Media	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK285	Search Engine Optimization	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK335	Advanced Web Marketing	N	Y	40.00	20.00	-	60.00	4.00	1.00	-	5.0	
MK345	Internet Marketing Strategies	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK365	Conversion Optimization	N	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
	General Education Requirements											
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	General Education Electives	Y	Y	180.00	-	-	180.00	18.00	-	-	18.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS** worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University
Program Name:	Associate in Applied Science-Internet Marketing		Program Length (wks) 78 (day) Credential Level A.A.S.

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock						
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,165.00	290.00	-	1,455.00	116.50	14.50	-	130.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options						-	-	-	-	-	
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See

INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Associate in Applied Science-Management Accounting	Program Length (wks)	78 (day) - 117 (evening)	Credential Level	A.A.S.	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				790.00	300.00	-	1,090.00	79.00	15.00	-	94.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
AC110	Accounting Principles I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC120	Payroll Accounting	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
AC150	Accounting Principles II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC160	Managerial Accounting	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC170	Accounting Systems	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
AC190	Excel for Accounting	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
AC200	Intermediate Accounting I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC250	Intermediate Accounting II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS100	Business Mathematics	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS105	Introduction to Business	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS280	Business Law	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS325	Fraud Examination	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CL131	MS Office Applications I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
	General Education Requirements											
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS150	Introduction to Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
	General Education Electives	Y	Y	180.00	-	-	180.00	18.00	-	-	18.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University
Program Name:	Associate in Applied Science-Management Accounting		Program Length (wks) 78 (day) Credential Level A.A.S.

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock						
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,165.00	290.00	-	1,455.00	116.50	14.50	-	130.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options						-	-	-	-	-	
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	

Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516

Institution ID:

Institution Name: Minnesota School of Business / Globe University

Program Name:

Associate in Applied Science-Massage Therapy

Program Length (wks)

78 (day) - 117 (evening)

Credential Level

A.A.S.

Identify the institution's unit of credit [SELECT ONE]

Table with 3 rows and 7 columns: Clock, Quarter, Semester, lecture hrs, laboratory hrs, externship hrs.

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

Main course analysis table with columns: Course Number, Course Titles, Gen Ed (Y/N), *DE (Y/N), CONTACT HOURS (Lecture, Lab, Practicum Internship Externship, Clock/contact hours), ACADEMIC CREDIT HOURS (Lecture, Lab, Intern Extern), Total Credits Awarded, Insert credit adjustment less than calculated.



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID: 00011103, 00022976, 00024688, 00024845, Institution Name: Minnesota School of Business / Globe University, Program Name: Associate in Applied Science-Massage Therapy, Program Length (wks): 78 (day), Credential Level: A.A.S.

Identify the institution's unit of credit [SELECT ONE] x Quarter 10 lecture hrs 20 laboratory hrs 30 externship hrs, Semester 15 lecture hrs 30 laboratory hrs 45 externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

Main table with columns: Course Number, Course Titles, Gen Ed (Y/N), *DE (Y/N), CONTACT HOURS (Lecture, Lab, Practicum/Internship/Externship, Clock/contact hours), ACADEMIC CREDIT HOURS (Lecture, Lab, Intern/Extern), Total Credits Awarded, Insert credit adjustment less than calculated. Includes rows for CM111, CM200, CM210, CM320, CM330, HU100, HU121, HU130, HU145, HU150, HU230, HU315, NS105, NS111, NS112, NS116, NS126, NS135, NS216, NS259, NS260, NS266, NS267, NS305, NS320, SS103, SS116, SS150, SS205, SS210, SS311, SS360.



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Associate in Applied Science-Medical Administrative Assistant		Program Length (wks)	78 (day) - 117 (evening)	Credential Level	A.A.S.

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock					
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS		780.00	250.00	-	1,030.00	78.00	12.50	-	90.00	Optional		
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock/contact hours	Lecture	Lab	Intern Extern		
CL131	MS Office Professional I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
CL256	MS Office Professional II	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
HM105	Public Health	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HM110	US Health Systems	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
MA100	Medical Terminology	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
KY170	Transcription	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
MA174	Introduction to Administration	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MA202	Coding and Billing I	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
MA272	Coding and Billing II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
	Electives approved by Dean of Students and Program Chair (minimum contact hours)	N	Y	140.00	-	-	140.00	14.00	-	-	14.0	
	General Education Requirements											
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
	Students must take one of the following general education courses:											
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
	General Education Electives	Y	Y	140.00	-	-	140.00	14.00	-	-	14.0	

Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS
New Program Application Process

V.06.06.2014

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID: 00011103, 00022976, 00024688, 00024845, Institution Name: Minnesota School of Business / Globe University
Program Name: Associate in Applied Science-Medical Administrative Assistant, Program Length (wks): 78 (day), Credential Level: A.A.S.

Identify the institution's unit of credit [SELECT ONE]
Clock
x Quarter 10 lecture hrs 20 laboratory hrs 30 externship hrs
Semester 15 lecture hrs 30 laboratory hrs 45 externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

Table with columns: Course Number, Course Titles, Gen Ed (Y/N), *DE (Y/N), CONTACT HOURS (Lecture, Lab, Practicum/Internship/Externship, Clock/contact hours), ACADEMIC CREDIT HOURS (Lecture, Lab, Intern/Extern), Total Credits Awarded, Insert credit adjustment less than calculated, Optional. Includes rows for various courses like Speech Communications, Biology, Chemistry, etc.



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See

INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Associate in Applied Science-Mobile Application Development	Program Length (wks)	78 (day) - 117 (evening)	Credential Level	A.A.S.	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS		770.00	340.00	-	1,110.00	77.00	17.00	-	94.00	Optional		
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock/contact hours	Lecture	Lab	Intern Extern		
CL131	MS Office Applications	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
DB211	Database Design	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT135	Computing Fundamentals	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT165	Mobile Operating Systems	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SD114	Introduction to Software Development	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD215	Software Interface Experience	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD234	Programming I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD242	Mobile Application Development I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD256	Mobile Applications Security	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD315	Software Engineering for Mobile Devices	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD330	Software Quality Assurance and Testing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD352	Mobile Application Development II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
WD130	Basic Web Design	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
	General Education Requirements											
CM121	Compostion	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	General Education Electives	Y	Y	180.00	-	-	180.00	18.00	-	-	18.0	



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V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University
Program Name:	Associate in Applied Science-Mobile Application Development		Program Length (wks) 78 (day) Credential Level A.A.S.

Identify the institution's unit of credit [SELECT ONE]	Clock						
	x Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,165.00	290.00	-	1,455.00	116.50	14.50	-	130.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options						-	-	-	-	-	
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Associate in Applied Science-Paralegal	Program Length (wks)	91 (day) / 143 (evening)	Credential Level	A.A.S.	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock					
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS		780.00	280.00	180.00	1,240.00	78.00	14.00	6.00	98.00	Optional		
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock/contact hours	Lecture	Lab	Intern Extern		
CL131	MS Office Applications I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
LA100	Legal Terminology	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
LA122	Introduction to the Legal Profession	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA155	Legal Research I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA170	Real Estate	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
LA180	Torts	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
LA185	Criminal Law and Procedure	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
LA205	Litigation I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA215	Law Office Procedures and Technology	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA235	Contracts	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
LA240	Legal Writing I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA265	Family Law	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
LA299	AAS Paralegal Internship	N	Y	-	-	180.00	180.00	-	-	6.00	6.0	
LA321	Probate Practice	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
LA323	Bankruptcy	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
	General Education Requirements											
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	Students must take one of the following general education courses:											
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
	General Education Electives	Y	Y	180.00	-	-	180.00	18.00	-	-	18.0	



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V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Form with fields for Institution ID (00011103, 00022976, 00024688, 00024845), Institution Name (Minnesota School of Business / Globe University), Program Name (Associate in Applied Science-Paralegal), Program Length (91 day), and Credential Level (A.A.S.).

Table for identifying institution's unit of credit. Options: Clock, Quarter (10 lecture hrs, 20 laboratory hrs, 30 externship hrs), Semester (15 lecture hrs, 30 laboratory hrs, 45 externship hrs).

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

Main course catalog table with columns: Course Number, Course Titles, Gen Ed (Y/N), *DE (Y/N), CONTACT HOURS (Lecture, Lab, Practicum/Internship/Externship, Clock/contact hours), ACADEMIC CREDIT HOURS (Lecture, Lab, Intern/Extern), Total Credits Awarded, and Insert credit adjustment less than calculated. Includes courses like CM111, CM200, HU100, NS105, SS116, etc.



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Associate in Applied Science-Veterinary Technology	Program Length (wks)	104 (day) / 156 (evening)	Credential Level	A.A.S.	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

**DE = Distance Education*

TOTALS		785.00	480.00	270.00	1,535.00	78.50	24.00	9.00	110.00	Optional		
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock/contact hours	Lecture	Lab	Intern Extern		
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
VT103	Veterinary Calculations	N	Y	20.00	-	-	20.00	2.00	-	-	2.0	
VT106	Introduction to Veterinary Technology	N	N	30.00	25.00	-	55.00	3.00	1.25	-	4.0	
VT117	Introduction to Laboratory Skills	N	N	15.00	40.00	-	55.00	1.50	2.00	-	3.5	3.0
VT147	Basic Concepts in Physiology and Pharmacology	N	N	30.00	-	-	30.00	3.00	-	-	3.0	
VT154	Body System Anatomy and Physiology	N	N	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
VT176	Veterinary Pharmacology	N	N	40.00	5.00	-	45.00	4.00	0.25	-	4.0	
VT181	Imaging	N	N	15.00	40.00	-	55.00	1.50	2.00	-	3.5	3.0
VT211	Hematology	N	N	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
VT217	Parasitology	N	N	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
VT222	Lab Animals, Exotics and Pocket Pets	N	N	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
VT232	Advanced Laboratory Skills	N	N	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
VT236	Small Animal Nutrition and Nursing	N	N	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
VT244	Animal Diseases	N	N	30.00	-	-	30.00	3.00	-	-	3.0	
VT250	Anesthesiology	N	N	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
VT256	Small Animal Surgical Assisting	N	N	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
VT267	Dentistry and Clinical Practices	N	N	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
VT276	Large Animals	N	N	35.00	30.00	-	65.00	3.50	1.50	-	5.0	
VT296	Certified Veterinary Technician Review	N	N	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
VT298	Veterinary Clinical Training	N	N	-	-	270.00	270.00	-	-	9.00	9.0	
	General Education Requirements											
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
	General Education Electives	Y	Y	170.00	20.00	-	190.00	17.00	1.00	-	18.0	

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V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Associate in Applied Science-Veterinary Technology		Program Length (wks)	78 (day)	Credential Level	A.A.S.

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock						
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,175.00	270.00	-	1,445.00	117.50	13.50	-	130.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options						-	-	-	-	-	
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	

Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS
New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Bachelor of Science - Accounting	Program Length (wks)	156 (day) / 234 (evening)	Credential Level	B.S.	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,580.00	480.00	-	2,060.00	158.00	24.00	-	182.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
AC110	Accounting Principles I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC120	Payroll Accounting	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
AC150	Accounting Principles II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC160	Managerial Accounting	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC170	Accounting Systems	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
AC190	Excel for Accounting	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
AC200	Intermediate Accounting I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC250	Intermediate Accounting II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC300	Intermediate Accounting III	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC310	Tax I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC320	Audit I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
AC330	Governmental and Not-For-Profit Accounting	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC341	Cost and Managerial Accounting	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC350	Tax II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC372	Advanced Accounting	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
AC430	Tax III	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS100	Business Mathematics	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS105	Introduction to Business	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS280	Business Law	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS320	Operations Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS325	Fraud Examination	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS350	Business Analysis Techniques	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS440	Entrepreneurship	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CL131	MS Office Applications I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
FN300	Finance	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HR300	Human Resource Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
MK205	Marketing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD160	Professional Communication I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communication II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
	Students will select 8 credits from the following:	N										
AC410	Audit II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
AC450	Accounting Capstone	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD350	Practicum	N	Y	-	-	120.00	120.00	-	-	4.00	4.0	
	General Education Requirements											
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Bachelor of Science - Accounting	Program Length (wks)	156 (day) / 234 (evening)	Credential Level	B.S.	

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock						
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,580.00	480.00	-	2,060.00	158.00	24.00	-	182.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	General Education Electives	Y	Y	380.00	-	-	380.00	38.00	-	-	38.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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Institution ID: 00011103, 00022976, 00024688, 00024845, Institution Name: Minnesota School of Business / Globe University, Program Name: Bachelor of Science - Accounting, Program Length (wks): 156 (da), Credential Level: B.S.

Identify the institution's unit of credit [SELECT ONE] x Quarter 10 lecture hrs 20 laboratory hrs 30 externship hrs, Semester 15 lecture hrs 30 laboratory hrs 45 externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

Main course analysis table with columns: Course Number, Course Titles, Gen Ed (Y/N), *DE (Y/N), CONTACT HOURS (Lecture, Lab, Practicum, Internship, Externship, Clock/contact hours), ACADEMIC CREDIT HOURS (Lecture, Lab, Intern Extern), Total Credits Awarded, Insert credit adjustment less than calculated, Optional.

Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS
New Program Application Process

V.06.06.2014

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Institution ID: 00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name: Minnesota School of Business / Globe University			
Program Name: Bachelor of Science - Business Administration	Program Length (wks)	156 (day) / 234 (evening)	Credential Level	B.S.

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock						
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

		TOTALS		1,640.00	320.00	-	1,960.00	164.00	16.00	-	180.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
AC110	Accounting Principles I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC150	Accounting Principles II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC160	Managerial Accounting	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC190	Excel for Accounting	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
BS100	Business Mathematics	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS105	Introduction to Business	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS170	Customer Service Strategies	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
BS180	Supervisory Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS200	Small Business Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS210	International Business	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS280	Business Law	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS320	Operations Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS325	Fraud Examination	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS350	Business Analysis Techniques	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS380	Project Management	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS400	Strategic Planning	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS440	Entrepreneurship	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CL131	MS Office Applications I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
CL256	MS Office Applications II	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
FN200	Financial Planning	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
FN300	Finance	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HR300	Human Resource Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HR440	Change Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
MK205	Marketing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK225	Internet Marketing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
	Electives approved by Dean of Students and Program Chair	N	Y	140.00	-	-	140.00	14.00	-	-	14.0	
	General Education Requirements											
CM121	Composition	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS116	College Algebra	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	General Education Electives	Y	Y	420.00	-	-	420.00	42.00	-	-	42.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University
Program Name:	Bachelor of Science - Business Administration		Program Length (wks) 156 (da) Credential Level B.S.

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock						
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,165.00	290.00	-	1,455.00	116.50	14.50	-	130.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options						-	-	-	-	-	
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	

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V.06.06.2014

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New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Bachelor of Science-Business Management	Program Length (wks)	156 (day) / 234 (evening)	Credential Level	B.S.	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

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*DE = Distance Education

TOTALS				1,650.00	300.00	-	1,950.00	165.00	15.00	-	180.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
AC110	Accounting Principles I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC150	Accounting Principles II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC160	Managerial Accounting	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
AC190	Excel for Accounting	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
BS100	Business Mathematics	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS105	Introduction to Business	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS180	Supervisory Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS200	Small Business Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS210	International Business	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS280	Business Law	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS320	Operations Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS325	Fraud Examination	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS350	Business Analysis Techniques	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS380	Project Management	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
CL131	MS Office Applications I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
CL256	MS Office Applications II	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
FN200	Financial Planning	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HR300	Human Resource Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
MK205	Marketing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD160	Professional Communication I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communication II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
	Emphasis credits (approximate based upon emphasis selection)	N	Y	240.00			240.00	24.00	-	-	24.0	
	Business Electives (approximate based upon elective and emphasis choices)	N	Y	130.00			130.00	13.00	-	-	13.0	
	General Education Requirements											
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	General Education Electives	Y	Y	380.00	-	-	380.00	38.00	-	-	38.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS** worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University
Program Name:	Bachelor of Science-Business Management		Program Length (wks): 156 (da) Credential Level: B.S.

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock						
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,275.00	310.00	-	1,585.00	127.50	15.50	-	142.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options											
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I***	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II***	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today*, ***	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology***	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I**	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II**	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	



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V.06.06.2014

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Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University
Program Name:	Bachelor of Science-Business Management		Program Length (wks) 156 (da) Credential Level B.S.

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock						
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,960.00	360.00	240.00	2,560.00	196.00	18.00	8.00	230.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	Students will select one of the following emphasis options											
	Area of Emphasis: Agricultural Business											
AG100	Introduction to Agricultural Busines	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
AG410	Agricultural Markets and Pricing	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
BS370	Sustainability and Green Technology	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
BS440	Entrepreneurship	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
FN300	Finance	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
FN450	Derivatives	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
MK220	Sales Management	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
MK345	Internet Marketing Strategies	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
	Business Electives (approximate based on minimum contact hours)	N	Y	70.00	-	-	70.00	7.00	-	-	7.0	
	Area of Emphasis: Finance											
AC120	Payroll Accounting	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
FN300	Finance	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
FN420	Investments	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
FN450	Derivatives	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
FN480	Investment Porfolio	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	Business Electives (approximate based on minimum contact hours)	N	Y	180.00	-	-	180.00	18.00	-	-	18.0	
	Area of Emphasis: Hospitality Management											4.0
HI100	Hospitality Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HI300	Hospitality Service Strategies	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HI310	Event Planning	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
HI330	Food Service Management	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
HR315	Labor Relations	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HR350	Recruitment and Retention	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
MK330	Service Marketing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD350	Practicum	N	Y	-	-	120.00	120.00	-	-	4.00	4.0	
	Business Electives (approximate based on minimum contact hours)	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
	Area of Emphasis: Human Resource Management											4.0
BS311	Organizational Behavior	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	



Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS
New Program Application Process

Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Bachelor of Science-Business Management		Program Length (wks)	156 (da)	Credential Level	B.S.

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock						
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,960.00	360.00	240.00	2,560.00	196.00	18.00	8.00	230.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
HR311	Employment Law	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HR315	Labor Relations	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HR350	Recruitment and Retention	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HR400	Training and Development	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HR440	Change Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	Business Electives (approximate based on minimum contact hours)	N	Y	130.00	-	-	130.00	13.00	-	-	13.0	
	Area of Emphasis: Marketing											
MC290	Web Analytics and Reporting	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK225	Internet Marketing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK250	Internet Advertising	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK275	Social Media	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK285	Search Engine Optimization	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK335	Advanced Web Marketing	N	Y	40.00	20.00	-	60.00	4.00	1.00	-	5.0	
MS345	Internet Marketing Strategies	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MK365	Conversion Optimization	N	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
MK405	Marketing Research	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
	General Education Requirements											
	Area of Emphasis: Salon and Spa Management											
BS330	Salon and Spa Business Strategies	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS335	Trends in Salon and Spa Business	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HR350	Recruitment and Retention	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
MK330	Service Marketing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD350	Practicum	N	Y	-	-	120.00	120.00	-	-	4.00	4.0	
	Credits from a licensed cosmetology school, accredited massage therapy program, accredited bodywork program or electives approved by the dean of students and program chair	N	Y	170.00	-	-	170.00	17.00	-	-	17.0	



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New Program Application Process

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Program Name:	Bachelor of Science-Business Management		Program Length (wks)	156 (da)	Credential Level	B.S.

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock						
	<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

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TOTALS				1,960.00	360.00	240.00	2,560.00	196.00	18.00	8.00	230.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.												

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Institution ID: 00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name: Minnesota School of Business / Globe University			
Program Name: Bachelor of Science-Information Technology	Program Length (wks)	156 (day) / 234 (evening)	Credential Level	B.S.

Identify the institution's unit of credit [SELECT ONE]	Clock						
	x Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

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TOTALS				1,510.00	580.00	-	2,090.00	151.00	29.00	-	180.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
BS105	Introduction to Business	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS170	Customer Service Strategies	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
BS380	Project Management	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
CJ220	Security: Private, Local, State and Federal Governments	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
CL131	MS Office Applications I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
DB211	Database Design	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
DB311	Database Implementation	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT135	Computing Fundamentals	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT155	Computer Essentials	N	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
IT205	Operating Systems I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT255	Operating Systems II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT305	Systems Analysis and Design	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT315	Information Security	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT330	IT Service Management	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT335	Operating Systems III	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT415	Information Technology Capstone	N	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
IT435	Business Intelligence Systems	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NT242	Data and Networks	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NT272	Network Administration and Security	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SD114	Introduction to Software Development	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD232	Scripting	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
WD130	Basic Web Design	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
	Electives approved by Dean of Students and Program Chair (contact hours approximated)	N	Y	100.00	-	-	100.00	10.00	-	-	10.0	
	Concentration credits or additional electives as approved by dean of students and program chair.			120.00	80.00	-	200.00	12.00	4.00	-	16.0	
	General Education Requirements											



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Program Name:	Bachelor of Science-Information Technology		Program Length (wks)	156 (day) / 234 (evening)	Credential Level	B.S.

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock						
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

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TOTALS				1,510.00	580.00	-	2,090.00	151.00	29.00	-	180.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	General Education Electives	Y	Y	420.00	-	-	420.00	42.00	-	-	42.0	

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Program Name:	Bachelor of Science-Information Technology		Program Length (wks): 156 (da) Credential Level: B.S.

Identify the institution's unit of credit [SELECT ONE]	Clock						
	x Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

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*DE = Distance Education

TOTALS				1,385.00	500.00	-	1,885.00	138.50	25.00	-	162.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options						-	-	-	-	-	
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	

Accrediting Council for Independent Colleges and Schools
ACADEMIC CREDIT ANALYSIS
New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Bachelor of Science-Paralegal		Program Length (wks)	156 (day) / 234 (evening)	Credential Level	B.S.

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,570.00	450.00	180.00	2,200.00	157.00	22.50	6.00	185.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
BS180	Supervisory Management	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CL131	MS Office Applications I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
CL256	MS Office Applications II	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
HR311	Employment Law	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
IT135	Computing Fundamentals	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT320	Cyber Forensics	N	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
LA100	Legal Terminology	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
LA122	Introduction to the Legal Profession	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA155	Legal Research I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA170	Real Estate	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
LA180	Torts	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
LA185	Criminal Law and Procedure	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
LA198	Constitutional Issues	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
LA205	Litigation I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA215	Law Office Procedures and Technology	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA235	Contracts	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
LA240	Legal Writing I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA265	Family Law	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
LA321	Probate Practice	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
LA323	Bankruptcy	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
LA325	Intellectual Property	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
LA328	Business Entities	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
LA405	Alternative Dispute Resolution	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA410	Legal Research II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA420	Litigation II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA425	Legal Writing II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
LA499	BS Paralegal Internship	N	Y	-	-	180.00	180.00	-	-	6.00	6.0	
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
	Core elective credits from selected list or as approved by dean of education and program chair	N	Y	160.00			160.00	16.00			16.0	
	General Education Requirements											



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Bachelor of Science-Paralegal		Program Length (wks)	156 (day) / 234 (evening)	Credential Level	B.S.

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock						
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,570.00	450.00	180.00	2,200.00	157.00	22.50	6.00	185.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	Students must take one of the following general education courses:											
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
	General Education Electives	Y	Y	410.00	20.00	-	430.00	41.00	1.00	-	42.0	

Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Bachelor of Science-Paralegal		Program Length (wks)	156 (da)	Credential Level	B.S.

Identify the institution's unit of credit [SELECT ONE]	Clock						
	x Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,615.00	410.00	-	2,025.00	161.50	20.50	-	181.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options											
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	

Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Bachelor of Science - Software Application Development	Program Length (wks)	156 (day) / 234 (evening)	Credential Level	B.S.	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,540.00	530.00	-	2,070.00	154.00	26.50	-	180.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
BS105	Introduction to Business	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS170	Customer Service Strategies	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
BS380	Project Management	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
CI220	Security: Private, State and Federal Governments	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
CL131	MS Office Applications I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
DB211	Database Design	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
DB311	Database Implementation	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
GD364	Multimedia Programming I	N	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
IT135	Computing Fundamentals	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT165	Mobile Operating Systems	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
IT320	Cyber Forensics	N	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SD114	Introduction to Software Development	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD215	Software Interface Experience	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD234	Programming I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD242	Mobile Application Development I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD254	Programming II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD256	Mobile Applications Security	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD315	Software Engineering for Mobile Devices	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD330	Software Quality Assurance and Testing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD352	Mobile Application Development II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
WD130	Basic Web Design	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
WD260	Web Technologies	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
WD364	Web Application Development I	N	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
	Electives approved by dean of students and program chair	N	Y	220.00	-	-	220.00	22.00	-	-	22.0	
	General Education Requirements											
CM121	Composition	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS116	College Algebra I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Bachelor of Science - Software Application Development		Program Length (wks)	156 (day) / 234 (evening)	Credential Level	B.S.

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock						
<input checked="" type="checkbox"/>	Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
<input type="checkbox"/>	Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

*DE = Distance Education

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

TOTALS				1,540.00	530.00	-	2,070.00	154.00	26.50	-	180.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
NS320	Introduction to Decision Systems	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	General Education Electives	Y	Y	420.00	-	-	420.00	42.00	-	-	42.0	



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ACADEMIC CREDIT ANALYSIS

New Program Application Process

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Institution ID:	00011103, 00022976, 00024688, 00024845,	Institution Name:	Minnesota School of Business / Globe University
Program Name:	Bachelor of Science - Software Application Development		Program Length (wks): 156 (da) Credential Level: B.S.

Identify the institution's unit of credit [SELECT ONE]	Clock						
	x Quarter	10	lecture hrs	20	laboratory hrs	30	externship hrs
	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				1,165.00	290.00	-	1,455.00	116.50	14.50	-	130.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
	General Education Elective Options						-	-	-	-	-	
CM111	Speech Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM200	Intercultural Communications	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM210	Creative Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM320	Writing and Research	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
CM330	Technical Writing	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU100	Introduction to Humanities	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU121	Film in Society	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU130	Spanish I	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU145	Global Influences on American Music	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU150	Introduction to Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HU230	Spanish II	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
HU315	World Literature	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS105	Biology	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS111	Environmental Issues	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS112	Topics in Mathematical Reasoning	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS126	Chemistry Today	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS135	Microbiology	Y	Y	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS216	College Algebra II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS259	Pre-Calculus	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS260	Calculus I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
NS266	Physics I	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS267	Physics II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS305	Statistics I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS103	Global Citizenship	Y	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS116	Introduction to Psychology	Y	Y	45.00	-	-	45.00	4.50	-	-	4.5	4.0
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS150	Principles of Economics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS205	Sociology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS210	Developmental Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS311	Human Behavior	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
SS360	Abnormal Psychology	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	



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ACADEMIC CREDIT ANALYSIS

New Program Application Process

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See

INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Certificate - Mobile Application Development	Program Length (wks)	39 (Day) / 65 (Evening)	Credential Level	Certificate	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

**DE = Distance Education*

TOTALS				270.00	180.00	-	450.00	27.00	9.00	-	36.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
IT165	Mobile Operating Systems	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD114	Introduction to Software Development	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD215	Software User Experience	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD234	Programming I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD242	Mobile Application Development I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD256	Mobile Applications Security	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD315	Software Engineering for Mobile Devices	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD330	Software Quality Assurance and Testing	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
SD352	Mobile Application Development II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	



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V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Diploma Business Administrative Assistant	Program Length (wks)	39 (day) / 65 (evening)	Credential Level	Diploma	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				390.00	120.00	-	510.00	39.00	6.00	-	45.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
AC110	Accounting Principles I	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
BS105	Introduction to Business	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
BS170	Customer Service Strategies	N	Y	30.00	-	-	30.00	3.00	-	-	3.0	
BS280	Business Law	N	Y	50.00	-	-	50.00	5.00	-	-	5.0	
CL131	MS Office Professional I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
CL256	MS Office Professional II	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
CM200	Intercultural Communications	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD160	Professional Communication I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communication II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
SS140	Interpersonal Relations	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
	Electives approved by the Dean of Students and Program Chair (minimum contact hours)	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	

Accrediting Council for Independent Colleges and Schools

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ACADEMIC CREDIT ANALYSIS

New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Diploma Massage Therapy (ND)		Program Length (wks)	52 (day) / 78 (evening)	Credential Level	Diploma

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				405.00	360.00	110.00	875.00	40.50	18.00	3.67	59.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock/contact hours	Lecture	Lab	Intern Extern		
HS150	Kinesiology	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
HS265	Exercise Physiology	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
MS115	Swedish Massage	N	N	10.00	45.00	-	55.00	1.00	2.25	-	3.0	
MS151	Pathology for Massage Therapist	N	N	45.00	-	-	45.00	4.50	-	-	4.5	4.0
MS155	Pregnancy/Special Populations Massage	N	N	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
MS156	Myofascial Release	N	N	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
MS157	Hot Stone Massage/Spa Techniques	N	N	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
MS245	Anatomy and Physiology for Massage	N	N	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
MS258	Introduction to Thai/Energy Work	N	N	10.00	35.00	-	45.00	1.00	1.75	-	2.5	2.0
MS271	Massage Clinical Practicum	N	N	-	-	50.00	50.00	-	-	1.67	1.5	1.0
MS272	Deep Tissue and Sports Massage	N	N	20.00	50.00	-	70.00	2.00	2.50	-	4.5	4.0
MS273	Deep Tissue and Sports Massage Clinic	N	N	-	-	60.00	60.00	-	-	2.00	2.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD160	Professional Communications I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	



Accrediting Council for Independent Colleges and Schools

V.06.06.2014

ACADEMIC CREDIT ANALYSIS

New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Diploma-Massage Therapy	Program Length (wks)	52 (day) / 78 (evening)	Credential Level	Diploma	

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock						
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				365.00	360.00	110.00	835.00	36.50	18.00	3.67	55.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock/contact hours	Lecture	Lab	Intern Extern		
HS150	Kinesiology	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MS115	Swedish Massage	N	N	10.00	45.00	-	55.00	1.00	2.25	-	3.0	
MS151	Pathology for Massage Therapist	N	N	45.00	-	-	45.00	4.50	-	-	4.5	4.0
MS155	Pregnancy/Special Populations Massage	N	N	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
MS156	Myofascial Release	N	N	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
MS157	Hot Stone Massage/Spa Techniques	N	N	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
MS245	Anatomy and Physiology for Massage	N	N	20.00	40.00	-	60.00	2.00	2.00	-	4.0	
MS258	Introduction to Thai/Energy Work	N	N	10.00	35.00	-	45.00	1.00	1.75	-	2.5	2.0
MS271	Massage Clinical Practicum	N	N	-	-	50.00	50.00	-	-	1.67	1.5	1.0
MS272	Deep Tissue and Sports Massage	N	N	20.00	50.00	-	70.00	2.00	2.50	-	4.5	4.0
MS273	Deep Tissue and Sports Massage Clinic	N	N	-	-	60.00	60.00	-	-	2.00	2.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD160	Professional Communications I	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	Y	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	



Accrediting Council for Independent Colleges and Schools

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ACADEMIC CREDIT ANALYSIS

New Program Application Process

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INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011103, 00022976, 00024688, 00024845, 00011152, 00023885, 00020409, 00021959, 00021516	Institution Name:	Minnesota School of Business / Globe University			
Program Name:	Diploma-Medical Administrative Assistant		Program Length (wks)	52 (day) / 78 (evening)	Credential Level	Diploma

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock					
	<input checked="" type="checkbox"/> Quarter	10	lecture hrs	20	labatory hrs	30
	<input type="checkbox"/> Semester	15	lecture hrs	30	labatory hrs	45

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

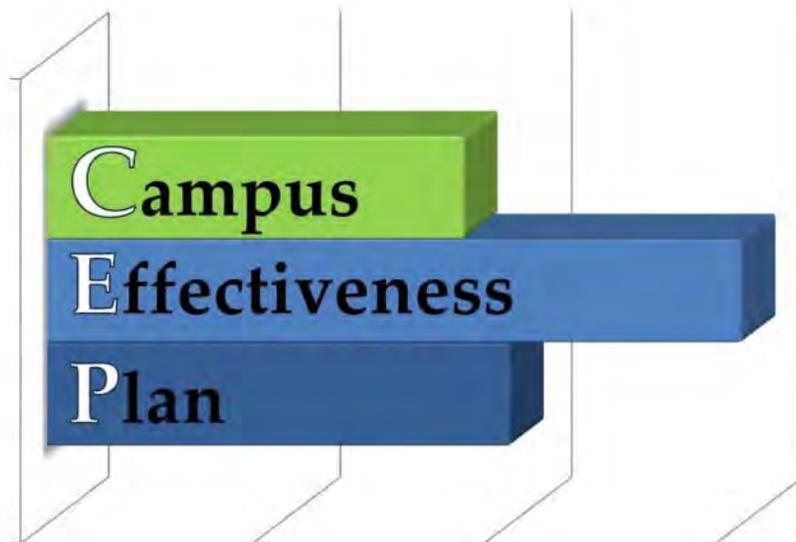
**DE = Distance Education*

TOTALS		500.00	230.00	-	730.00	50.00	11.50	-	61.00	Optional		
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock/contact hours	Lecture	Lab	Intern Extern		
CL131	MS Office Professional I	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
CL256	MS Office Professional II	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
HM105	Public Health	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
HM110	US Health Systems	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
MA100	Medical Terminology	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
KY170	Transcription	N	Y	10.00	40.00	-	50.00	1.00	2.00	-	3.0	
MA174	Introduction to Administration	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
MA202	Coding and Billing I	N	Y	20.00	20.00	-	40.00	2.00	1.00	-	3.0	
MA272	Coding and Billing II	N	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
NS140	Anatomy and Physiology I	Y	Y	40.00	10.00	-	50.00	4.00	0.50	-	4.5	4.0
NS150	Anatomy and Physiology II	Y	Y	30.00	20.00	-	50.00	3.00	1.00	-	4.0	
PD160	Professional Communications I	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD200	Professional Communications II	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD225	Applied Ethics	N	Y	40.00	-	-	40.00	4.00	-	-	4.0	
PD260	Career Capstone	N	Y	10.00	20.00	-	30.00	1.00	1.00	-	2.0	
	Electives approved by Dean of Students and Program Chair (minimum contact hours)	N	Y	70.00	-	-	70.00	7.00	-	-	7.0	



MINNESOTA SCHOOL OF BUSINESS

Globe University - Moorhead Campus
2014 - 2015



John Andrick
Campus Director

Table of Contents

1. Introduction	3
A. History of Minnesota School of Business	3
B. Vision, Mission and Strategic Objectives	4
C. Statement of Ownership	4
D. Accreditations and Approvals	4
E. Physical Facilities	4
2. Campus Effectiveness Plan Overview	5
A. Purpose and Structure	5
B. Development	5
3. Distance Education	6
4. Consortium Agreement	6
5. Programs of Study	8
6. Institutional Demographics	9
A. Total Student Population	9
B. Enrollment by Program and Credential Level	9
C. Age Group Representation in Student Population	10
D. Globe Education Networkder Representation in Student Population	11
E. Racial/Ethnic Group Representation	11
7. Campus Outcome Data	12
A. Retention	12
B. Placement	16
C. Student Satisfaction	21
D. Graduate Satisfaction	24
E. Employer Satisfaction	26
F. Student Learning Outcomes	28
G. Cohort Default Rate	32
8. Evidence of the Plan’s Effectiveness	34
9. Future Plans	34

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 and Appendix I) 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, 2014.
- *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 II. 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
 Barbara Coler – Community Manager
 Jesika McCauley – Director of Career Services
 April Ide – Campus Librarian
 Stacey Tronson – Paralegal and Accounting Program
 Chair, Associate Dean of Education

Shelley Olson – Vet Technology Program Chair
 Sara Lyons – Resident Veterinarian
 Toby Mulvihill – Massage Therapy Program Chair
 Rikki Iverson – Associate Dean of Education
 Rachel Lykken – Financial Aid Manager

Annual CEP Schedule	
Quarter	Items to be Reviewed
<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>Early Fall</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;

3. Distance Education

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.

4. Consortium Agreement

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 III 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.

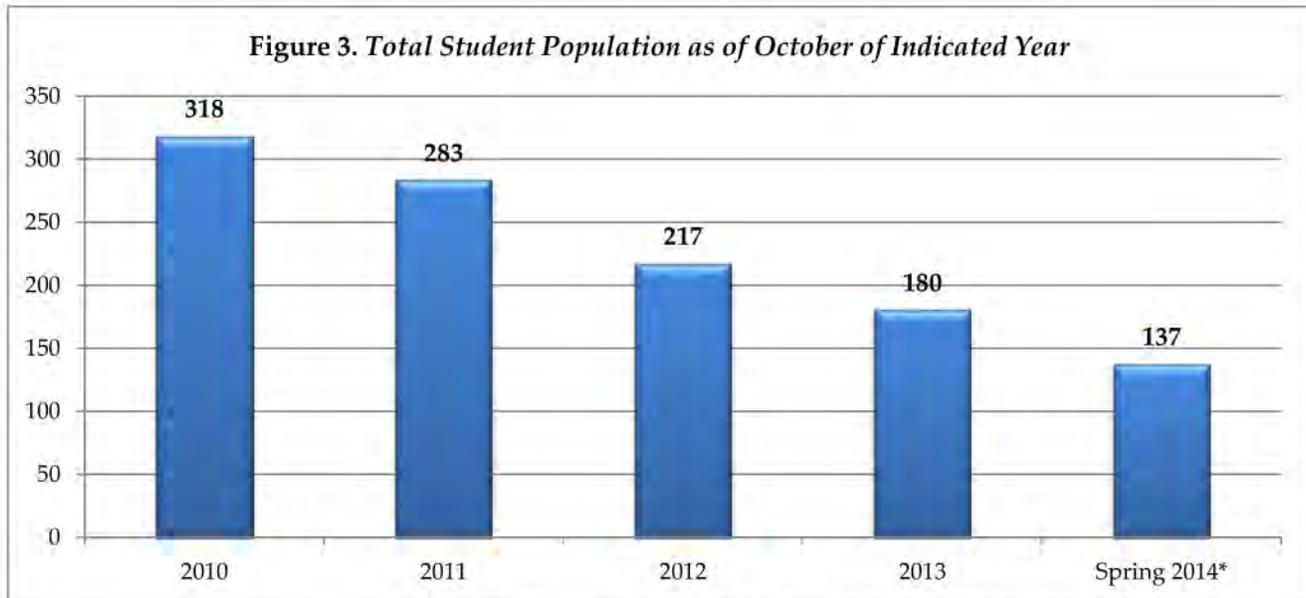
Figure 2. List of Approved Programs

Diploma Programs	
<ul style="list-style-type: none"> Business Administrative Assistant 	<ul style="list-style-type: none"> Massage Therapy Medical Administrative Assistant
Associate's Programs	Bachelor's Programs
<ul style="list-style-type: none"> Accounting and Tax Specialist Business Administration Information Technology Internet Marketing Management Accounting Massage Therapy Medical Administrative Assistant Medical Assistant Mobile Application Development Paralegal Sales and Marketing Veterinary Technology 	<ul style="list-style-type: none"> Accounting Business Administration Business Management Information Technology Paralegal

Notes: ¹ - Program offered 100% residentially; ² - Program offered residentially but requires some online courses; ³ - Program offered 100% online (include for GU-WB, MSB-RF and BVU-WJ only), ⁴ - Approved but not currently enrolling

6. Institutional Demographics

A. Total Student Population



*Data collected in April 2014 and will be updated to reflect population as of October 2014

B. Enrollment by Program and Credential Level

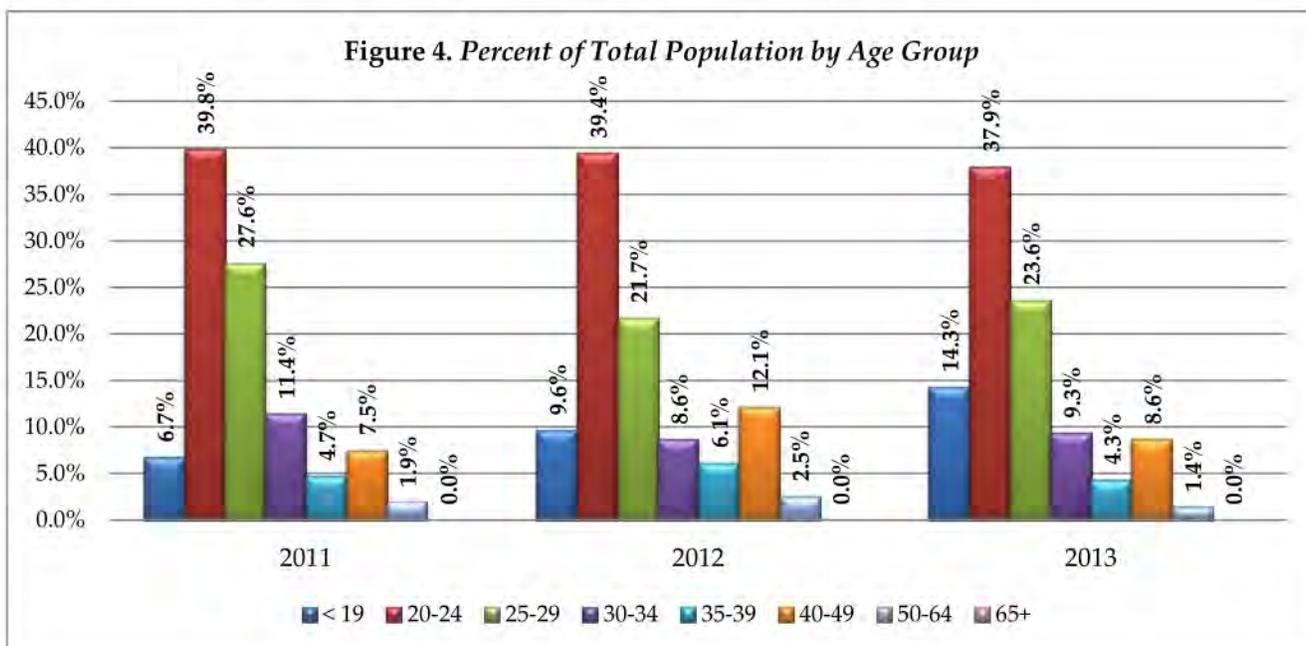
Table 1. Enrollment by Program and Credential Level

Credential	Program	Students Enrolled	% of Credential Level	% of Total Enrollment
Diploma	Business Administrative Assistant	1	7.7%	0.5%
	Massage Therapy	12	92.3%	6.7%
	Medical Administrative Assistant	0	0%	
	Diploma Programs TOTAL	13	100%	7.2%
Associate's	AAS: Accounting and Tax Specialist	1	0.8%	0.5%
	AAS: Business Administration	4	3.4%	2.2%
	AAS: Information Technology	7	5.9%	3.9%
	AAS: Internet Marketing	2	1.7%	1.1%
	AAS: Management Accounting	1	0.8%	0.5%
	AAS: Massage Therapy	24	20.2%	13.3%
	AAS: Medical Administrative Assistant	0	0%	
	AAS: Medical Assistant	4	3.4%	2.2%
	AAS: Paralegal	9	7.6%	5%
	AAS: Sales and Marketing	0	0%	
	AAS: Veterinary Technology	67	56.3%	37.2%

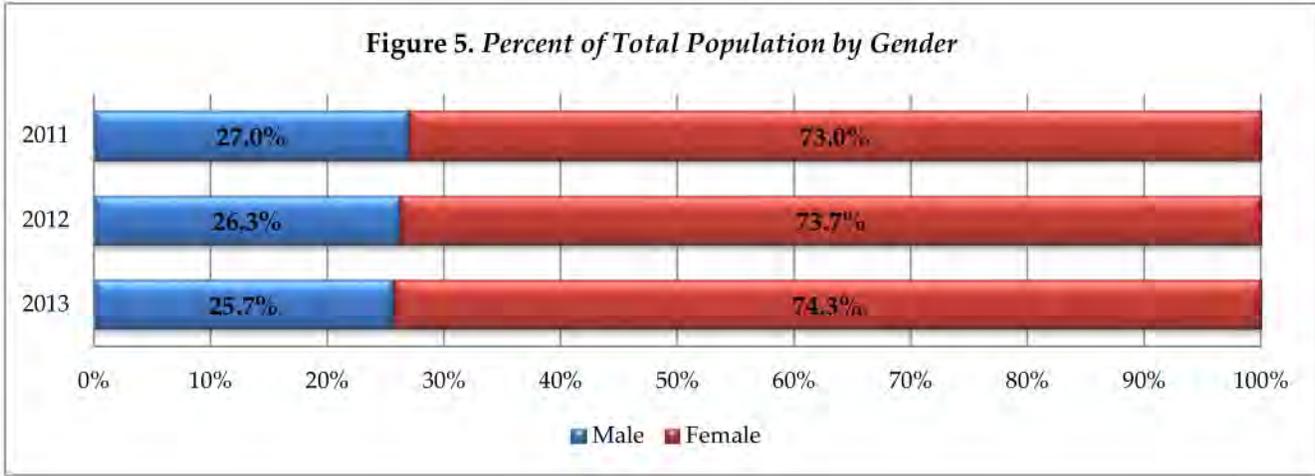
	Associate's Degree Programs TOTAL	119	100%	66.1%
Bachelor's	BS: Accounting	8	20.5%	4.4%
	BS: Business Administration	10	25.6%	5.6%
	BS: Business Management (all emphases)	14	35.9%	7.8%
	BS: Information Technology (all emphases)	4	10.3%	2.2%
	BS: Paralegal	3	7.7%	1.7%
	Bachelor's Degree Programs TOTAL	39	100%	21.7%
ALL Programs	TOTAL	180		100%

*Data above is as of census data, October 2013. See Appendix for updated numbers as of census date, October 2014.

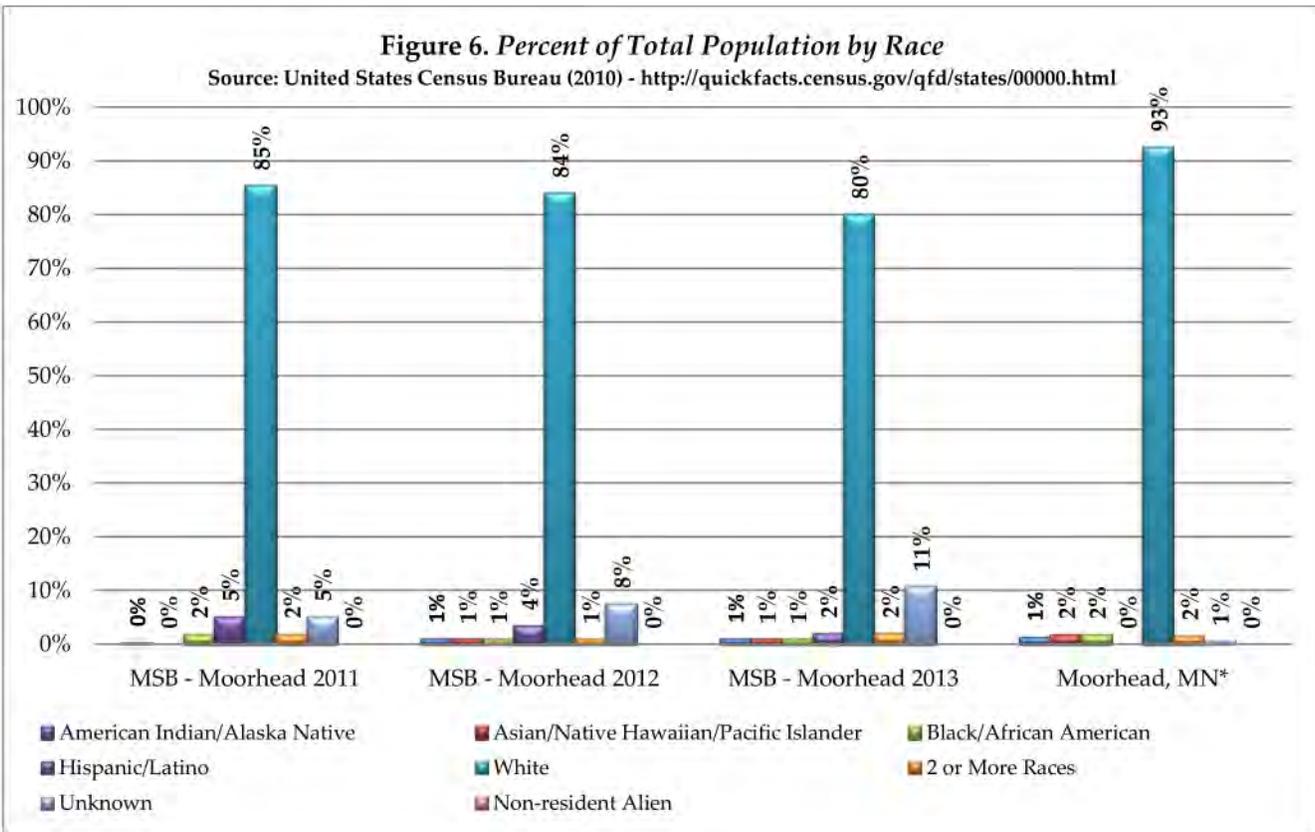
C. Age Group Representation in Student Population



D. Gender Representation in Student Population



E. Racial/Ethnic Group Representation



7. 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 II contains program outcome scorecards that provide data, analysis and improvement plans for each individual program offered at Globe University – Moorhead.

A. Retention

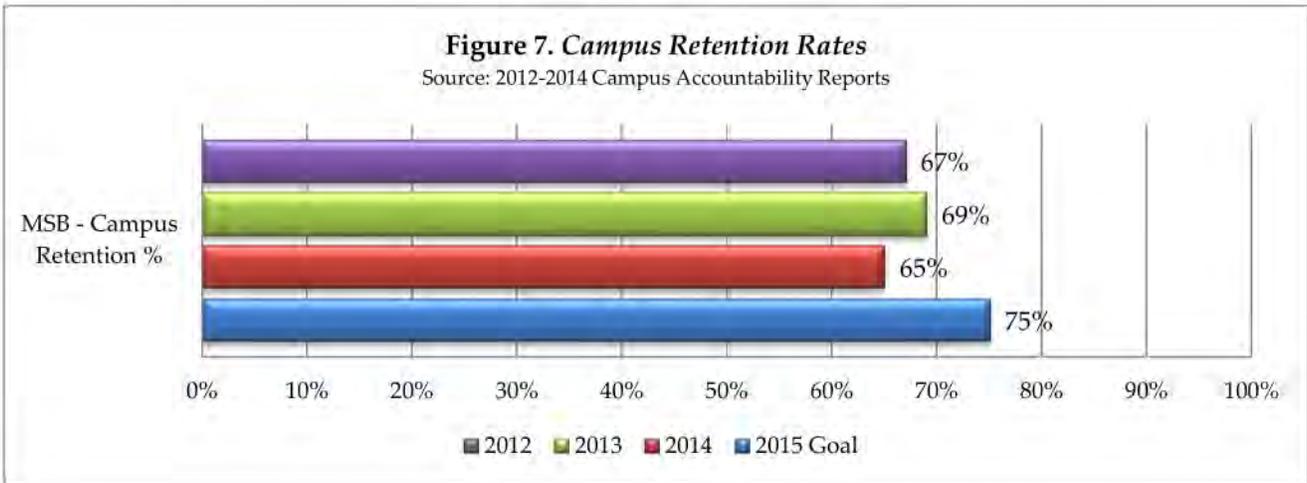
Globe University – Moorhead regularly monitors the retention of its student population. Retention data are stored in CampusVue, the student information system used by Minnesota School of Business for the storage and retrieval of student data. Retention rates are calculated using the ACICS retention rate 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.

$$\text{Retention \%} = \frac{(\text{Adjusted Total Enrollment} - \text{Withdrawals})}{\text{Adjusted Total Enrollment}} \times 100$$

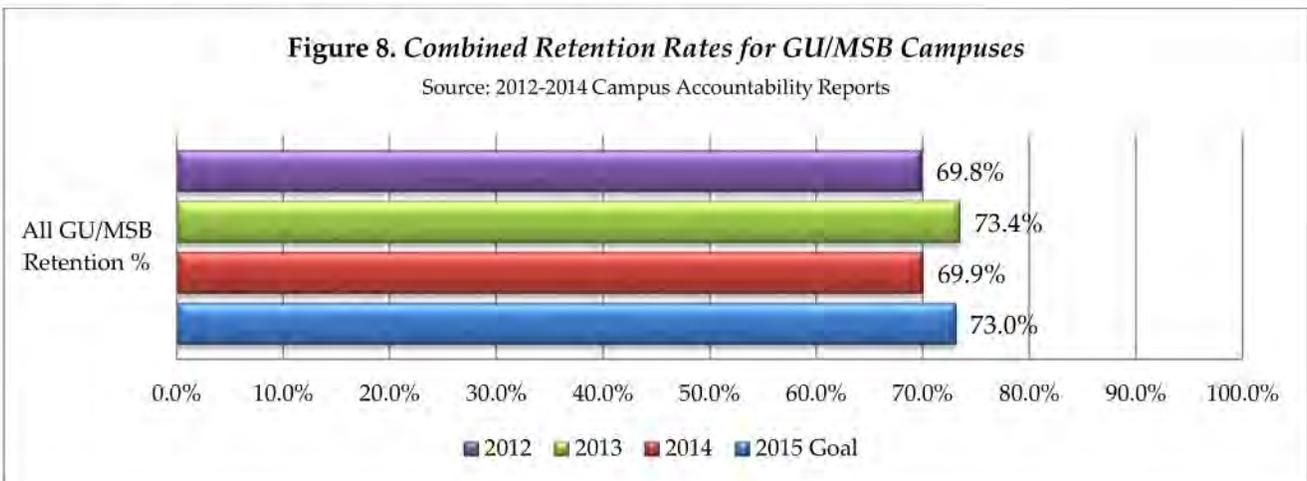
Note: Adjusted Total Enrollment = Total Enrollment – Students Withdrawn to Enroll in Institution with Common Ownership

i. Retention Data

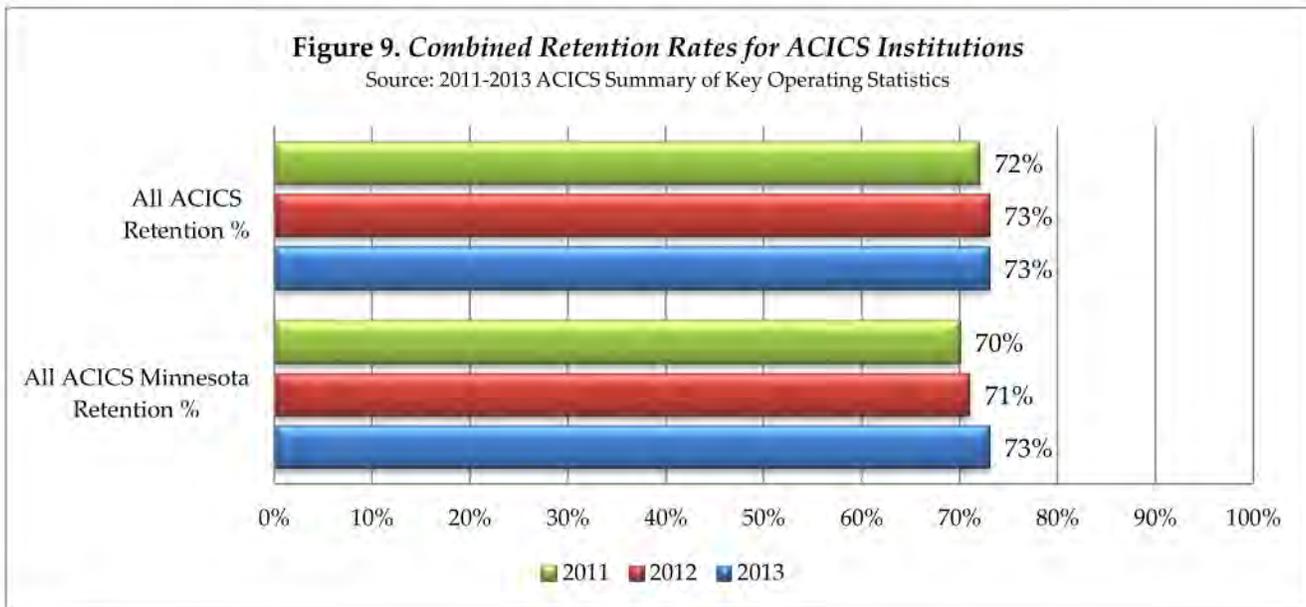
Figure 7 provides student retention data for the Globe University – Moorhead campus for the three most recent ACICS CAR reporting years. Additionally, Figure 7 illustrates the campus' goal for student retention during the 2014-2015 CAR year.



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.

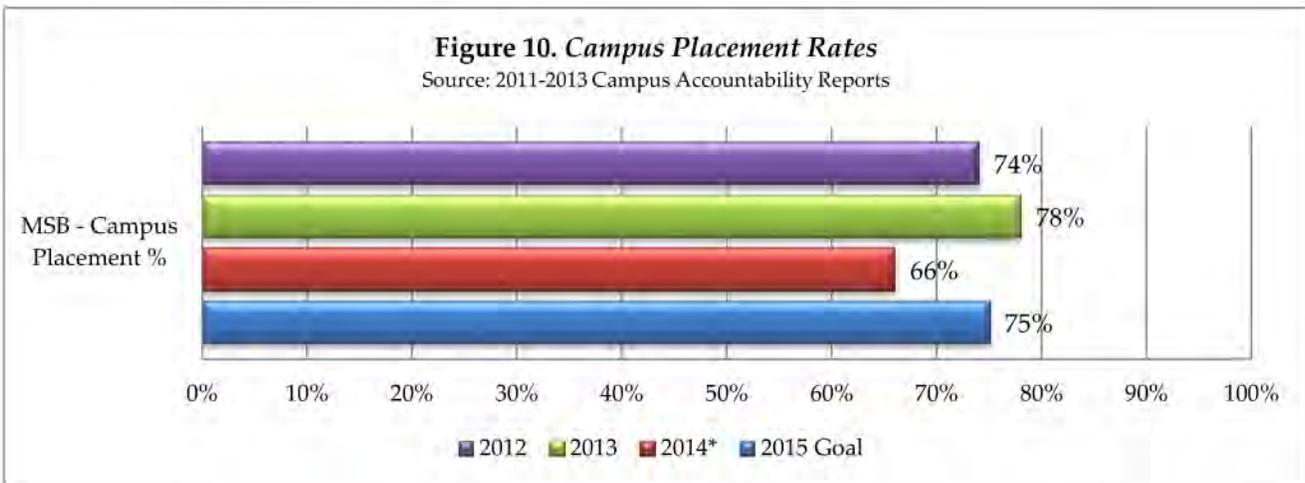
B. Placement

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.

$$\text{Placement \%} = \frac{(\text{Placed in Field} + \text{Placed in Related Field})}{(\text{Graduates} + \text{Completers}) - \text{Unavailable for Placement}} \times 100$$

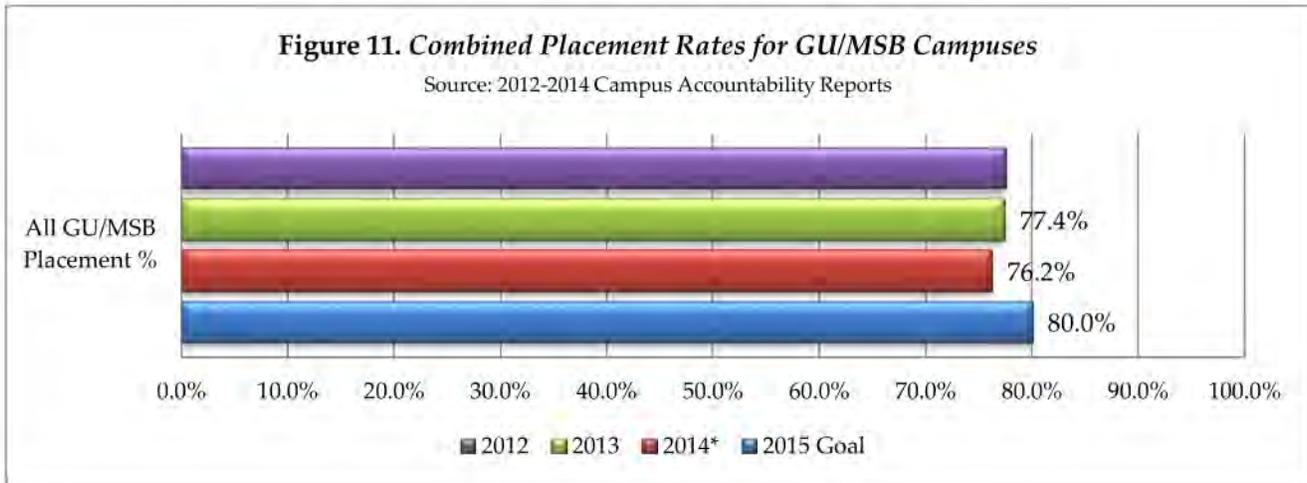
i. **Placement Rate Data**

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.



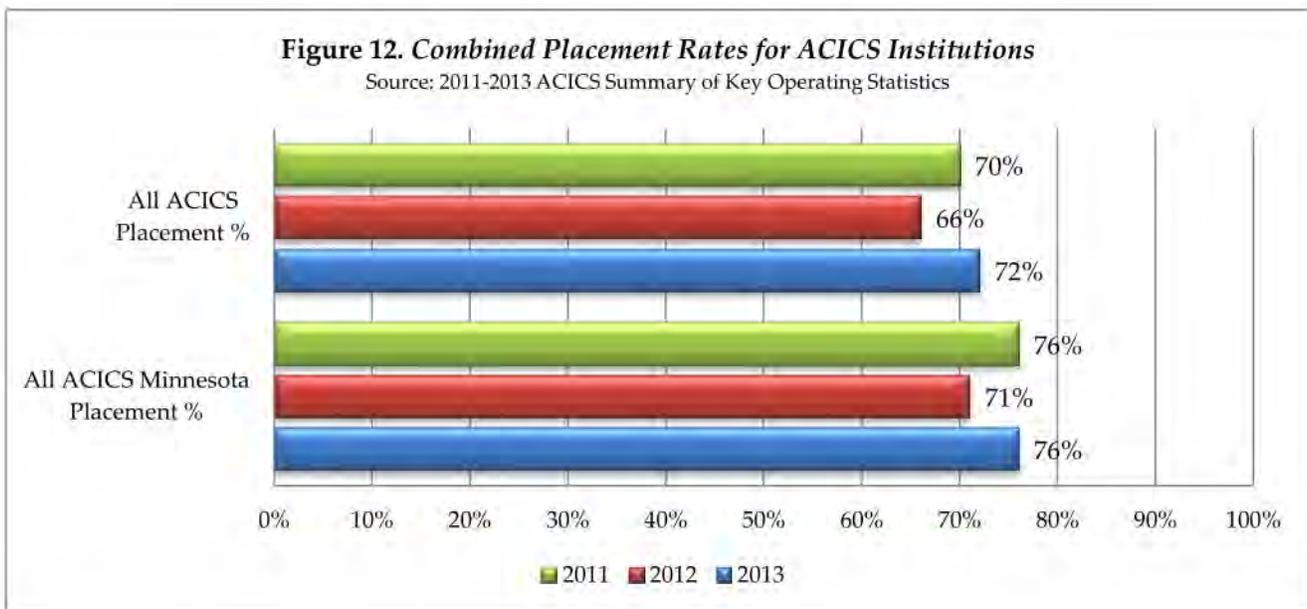
**Placement Data for 2014 is as of 9/29/2014 and will be updated when finalized on 10/31/2014*

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.

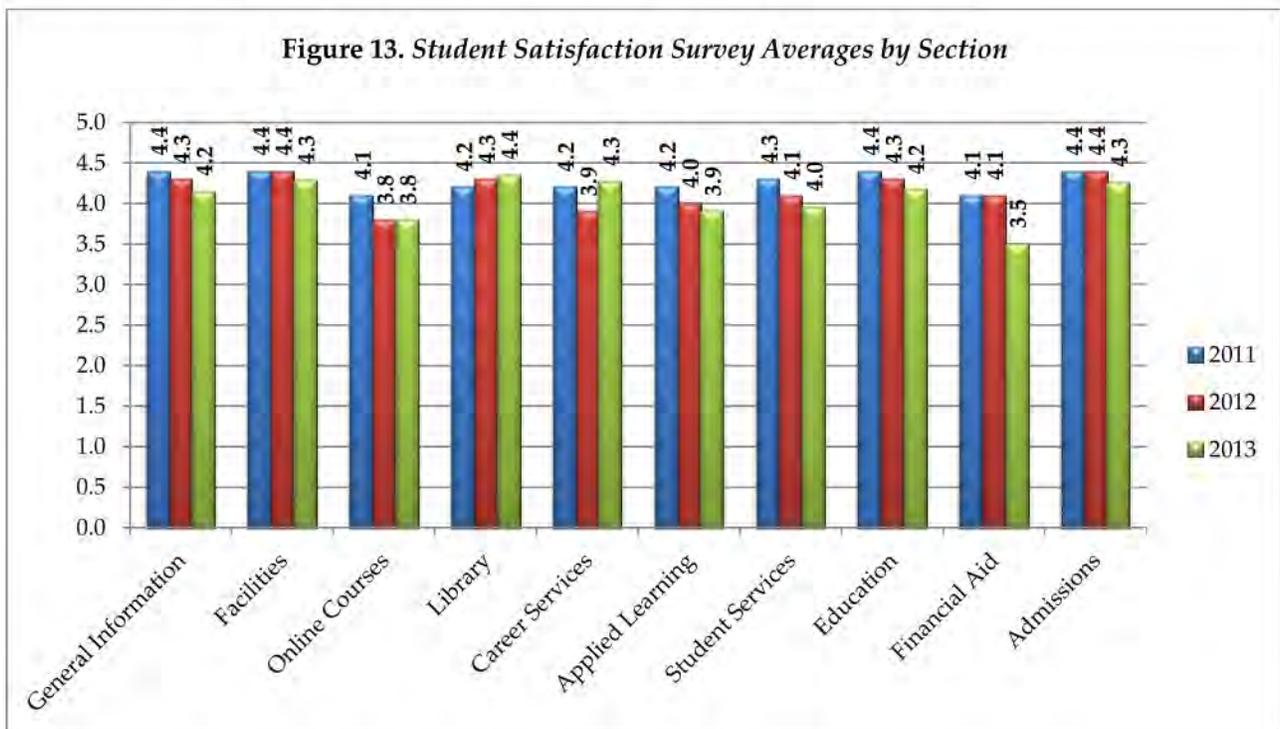
C. Student Satisfaction

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 IV 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 IV. 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 V 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 2nd and 3rd 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 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
AVERAGE of Career Preparation Items	4.477	3.806	4.40
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
AVERAGE of Career Services Satisfaction Items	4.361	5	4.38
<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
AVERAGE of Overall Satisfaction Items	4.362	3.822	4.32

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 VI 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 2nd and 3rd 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
AVERAGE of Career Preparation Items	4.655	4.550	4.62
Please rate the employee's overall job performance in comparison to other employees in similar positions with similar levels of experience.	4.600	4.562	4.57
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
AVERAGE of Career Services Department Items	4.000	3.500	4.58

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 VII) 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.

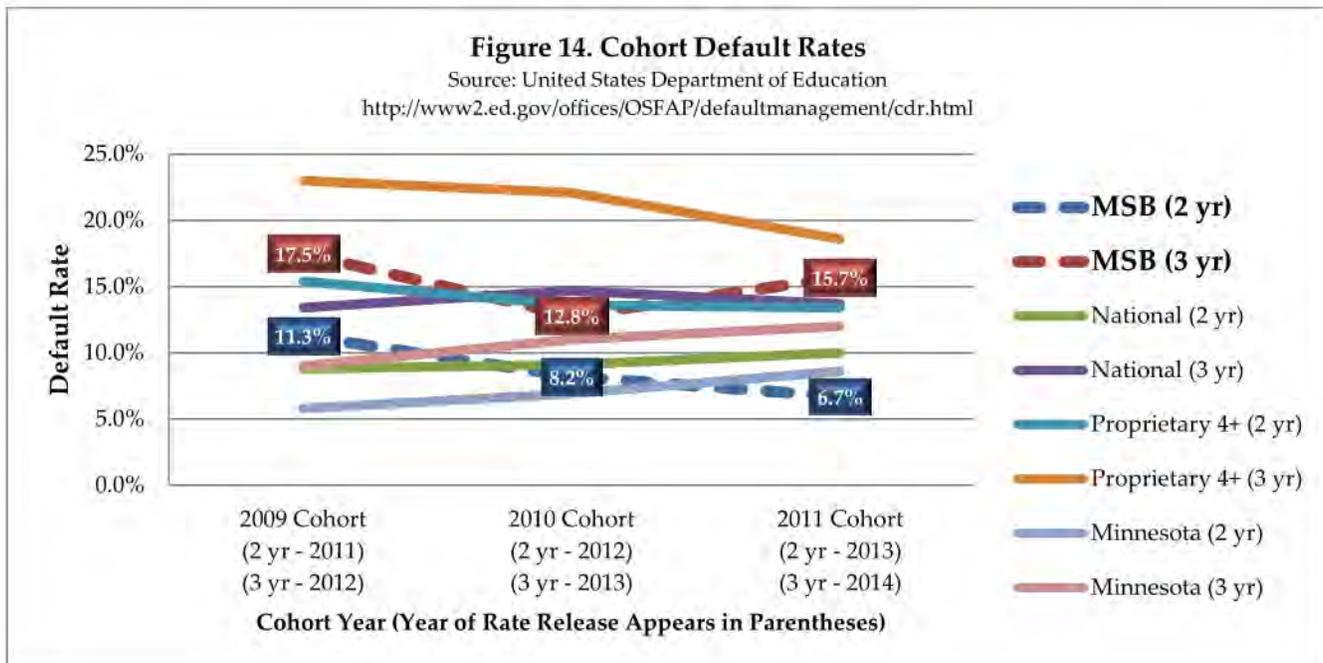
2. Plan for improvement

Overall, Veterinary Technology students are doing very well on the assessments. To improve scores in VT250, instructors 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 reentrers. 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

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

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.

List of Appendices

- Appendix I: Consortium Agreement**
- Appendix II: Program Scorecards**
- Appendix III: Program Descriptions and Objectives**
- Appendix IV: Annual Survey**
- Appendix V: Graduate Survey**
- Appendix VI: Employer Survey**
- Appendix VII: Learning Outcome Assessment Data**
- Appendix VIII: Quarterly CEP Minutes**

From: Sam Boyd <sboyd@globeuniversity.edu>
Sent: 5/20/2015 5:29:12 PM -0400
To: Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-IHarazduk>
CC: Meg Stephenson <mstephenson@msbcollege.edu>; Shan Pollitt <spollitt@msbcollege.edu>
Subject: RE: Minnesota School of Business - Elk River and Rochester

Hi Ian,

You are correct the AAS/Diploma Medical Administrative Assistant programs are not programmatically accredited and would need to be reviewed.

Please let me know if any additional information would be helpful.

Take care,

Sam

From: Ian Harazduk [mailto:IHarazduk@acics.org]
Sent: Wednesday, May 20, 2015 2:21 PM
To: Sam Boyd
Cc: Meg Stephenson; Shan Pollitt
Subject: RE: Minnesota School of Business - Elk River and Rochester

Sam,

Thank you again for the information. I am putting together what Jocelyn had done with what you provided and it looks like I only need a few more individuals to complete the teams for both visits. I plan on hopefully being able to confirm those individuals and then send the memo within the week.

I did have one question which applies to both campuses. You mentioned that the associate's in Medical Assistant is programmatically accredited at each campus. I am assuming then that this does not apply to the diploma and associate degree program in Medical Administrative Assistant—and that these programs would still require review. Please let me know if that is correct, so that I can plan accordingly.

Thank you.

Ian Harazduk

Senior Manager, Compliance

Accrediting Council for Independent Colleges and Schools

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From: Sam Boyd [<mailto:sboyd@globeuniversity.edu>]
Sent: Wednesday, May 20, 2015 9:26 AM
To: Ian Harazduk
Cc: Meg Stephenson; Shan Pollitt
Subject: RE: Minnesota School of Business - Elk River and Rochester

Good morning Mr. Harazduk,

Thank you so much for your email. We look forward to working with you. I have included the information you've requested below for each of the Rochester and Elk River campuses. I have also copied the campus director for each of the campuses on this email and listed their direct phone numbers below so that you have their contact information.

-

Elk River: Meg Stephenson, Campus Director, Phone: 763-367-7002

Rochester: Shan Pollitt, Campus Director, Phone: 507-535-8022

-

Questions to Use When Calling to Schedule Dates

1. Typical student day to pick days for visits- **AVOID** these events:
 - a. Start Week
 - b. Exam week- midterms or finals
 - c. End of the Term
 - d. Student breaks

The first week of June is really as late as we could go to avoid finals and our break week.

Elk River: Currently the visit is scheduled for June 3-4, 2015. This is Wednesday/Thursday the week prior to finals so the days work well within the

campus' schedule.

Rochester: Currently the visit is scheduled for June 1-2, 2015. This falls the Monday/Tuesday the week prior to finals for the campus so the days work just fine within the campus' schedule.

2. Day and Evening Enrollments?

Elk River: A student may take day and/or evening courses at the campus. Currently, we would categorize 45 of the currently active students as day students and 127 of the currently active students evening students.

Rochester: A student may take day and/or evening courses at the campus. Currently, we would categorize 43 of the currently active students as day students and 89 of the currently active students evening students.

3. Typical times for classes?

Elk River: Classes are offered Monday through Thursday this term at the Elk River campus. Morning classes are scheduled to begin between the times of 8AM, 8:25AM, 8:45AM, 10:45AM and 11:40AM. Afternoon classes are scheduled to begin between the times of 1:20PM, 2PM, 3:20PM and 3:50PM. Evening classes begin between 4PM and 6PM. There are morning, afternoon and evening classes running on both days of the visit.

Rochester: Classes are offered Monday through Thursday this term at the Rochester campus. Morning classes are scheduled to begin between the times of 8:25AM, 9AM and some are scheduled to begin at 10:45AM. Afternoon classes are scheduled to begin between the times of 1PM to 3:30PM. Evening classes begin between at 5:30PM and 6PM. There are morning, afternoon and evening classes running on both days of the visit.

4. Classes offered every day? MWF? Alternate days? Weekends?

Classes are offered at both campuses Monday-Thursday this quarter. Some classes meet for longer periods of time once per week (late afternoon/evening classes), while other classes meet twice per week for shorter periods of time (morning/early afternoon classes).

5. Number of students enrolled?

Elk River: 172

Rochester: 132

6. Highest credential level awarded?

Elk River: Bachelor's

Rochester: Bachelor's

7. Distance Education offered? Corporately or run onsite?

The Rochester and Elk River students are able to participate in some of their courses online through an approved consortium agreement. The online division of Minnesota School of Business-Richfield delivers the online classes and is located on the Richfield campus. The online division was most recently evaluated during the Richfield campus' renewal of accreditation site visit which occurred on May 4-6, 2015.

8. Programs offered by the institution and Enrollment during the visit:

Please see the attached program update forms for each of the campuses.

Elk River: In addition to the programs listed on the Program Update Form, the Elk River campus offers a Diploma in Medical Administrative Assistant program which does not currently have any active students in it.

Rochester: In addition to the programs listed on the Program Update Form, the Rochester campus offers a Certificate in Mental Health Technician and Associate in Applied Science in Management Accounting program which do not currently have any active students in them.

9. Specialized (programmatic) accreditation? If so, is the campus in good standing? **(Not taking an evaluator for a program with specialized accreditation ONLY applies to new grant visits. Also, the campus must have documentation on file to verify the good standing with the specialized accreditor)**

Elk River: The AAS Medical Assistant program is accredited by ABHES and the AAS Veterinary Technology program is accredited by AVMA. Programmatic accreditation letters have been uploaded within the ACICS member portal.

Rochester: The AAS Medical Assistant program is accredited by ABHES and the AAS Veterinary Technology program is accredited by AVMA. Programmatic accreditation letters have been uploaded within the ACICS member portal.

Learning sites?

Neither the Elk River or Rochester campus has a Learning Site attached to it.

From: Ian Harazduk [<mailto:IHarazduk@acics.org>]

Sent: Tuesday, May 19, 2015 4:21 PM

To: Sam Boyd

Subject: Minnesota School of Business - Elk River and Rochester

Ms. Boyd,

As you may have heard, Ms. Jocelyn Harris, the staff member that was scheduled to conduct the Elk River and Rochester campus renewal of accreditation visits, is no longer with the organization. In her place, I will be conducting the visits. I have some of the information that she had collected; however, I am still in need of some other information.

I will reach out later this week to each of the on-site administrators at each campus to let them know about the change. For convenience, though, I was wondering if you or another individual at your institution could provide me the information we request at the beginning of this process. The information I need would be the questions listed below (you may have already responded to these exact questions to Jocelyn). Specifically, I need to know which programs are needing a review for the upcoming renewal of accreditation visit. Jocelyn had already confirmed some individuals, but I believe there may still be more evaluators needed, so I obviously need to know which programs need review. Any help you can provide would be appreciated.

Thanks.

Questions to Use When Calling to Schedule Dates

1. Typical student day to pick days for visits- **AVOID** these events:
 - a. Start Week
 - b. Exam week- midterms or finals
 - c. End of the Term
 - d. Student breaks

2. Day and Evening Enrollments?

3. Typical times for classes?

4. Classes offered every day? MWF? Alternate days? Weekends?
5. Number of students enrolled?
6. Highest credential level awarded?
7. Distance Education offered? Corporately or run onsite?
8. Programs offered by the institution and Enrollment during the visit:
9. Specialized (programmatic) accreditation? If so, is the campus in good standing? **(Not taking an evaluator for a program with specialized accreditation ONLY applies to new grant visits. Also, the campus must have documentation on file to verify the good standing with the specialized accreditor)**
10. Learning sites?

Ian Harazduk

Senior 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

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

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**

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	0/38	N/A	N/A	N/A	N/A
Diploma	Diploma	Cosmetology	1800	54/34	79%	71%	75%	66.7%
TOTAL ENROLLMENT				126				

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 10th grade of high school and must be able to achieve a grade level of 11th 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 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>
1.	3-1-303(a)	The campus recordkeeping is inconsistent in regards to maintaining admission exams on file for all students (page 8).
2.	3-1-531(a) and 3-1-601	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

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%	64%	92.8%	63.5%
Diploma	Diploma	Cosmetology	1800	59/18	90%	75%	80.3%	71.4%
TOTAL ENROLLMENT				114				

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 10th grade of high school and that the applicant be able to achieve a grade level of 11th 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 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>
1.	3-1-111	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).
2.	3-1-303(a)	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).
3.	3-1-303(e)	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.



REEVALUATION VISIT

WESTWOOD COLLEGE - INLAND EMPIRE

**20 West 7th Street
Upland, CA 91786
ACICS ID Code: 00027071**

Ms. Tina Miller, Campus President (tinamiller@westwood.edu)
27071@westwood.edu

CAMPUS ADDITION

**2890 Inland Empire Blvd.
Ontario, CA 91674
ACICS ID Code: 00027074**

MAIN CAMPUS

**Westwood College – Denver North
Denver, CO
ACICS ID Code: 00027062**

June 9 – 10, 2014

Mercedes Alafriz	Chair	DOE Solutions	Phoenix, AZ
Kathryn Sellers	Student-Relations Specialist	Everest Online	St. Augustine, FL
Andrea Olson	Educational Activities Specialist	Globe University/ Minnesota School of Business	Aitkin, MN
Adriene Hobody	Business Administration Specialist	Immaculata University	Philadelphia, PA
Charles Saunders	CAD/Construction/Electronics Technology Specialist	Virginia College	Owens Cross Roads, AL
Alex Yarbrough	Criminal Justice/Paralegal Specialist	Virginia College	Chelsea, AL
Gine Thomes-Cotter, Ed. D.	Graphic Design Specialist	Retired	Phoenix, AZ
Kristal Bushong	Health Information Specialist	American National University	Salem, VA

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

Alicia Ryan	Healthcare Office Administration Specialist	Retired Allied Health Chair	Cincinnati, OH
Lisa Bynoe	Medical Specialist	Argosy University	Charlotte, NC
Kimberly Morrison	Interior Design Specialist	Art Institute of York Pennsylvania	York, PA
Eli Hoehn	Information Technology Specialist		Saint Peter, MN
Emily Jacobs	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
WESTWOOD COLLEGE-INLAND EMPIRE
UPLAND, CALIFORNIA**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Bachelor of Science	Bachelor's	Business Administration: Major in Accounting	1820	180	5/0	100%	N/A	100%	N/A
Bachelor of Science	Bachelor's	Business Administration: Major in Healthcare Management	1820	180	9/0	84%	40%	63%	100%
Bachelor of Science	Bachelor's	Business Administration: Major in Management	1820	180	29/9	72%	91%	73%	100%
Bachelor of Science	Bachelor's	Business Administration: Major in Marketing Management	1820	180	10/3	81%	86%	71%	75%
Associate of Science	Academic Associates	Business Administration	910	90	67/5	74%	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Construction Management	1945	180	7/6	96%	67%	75%	92%
Associate of Science	Academic Associate's	Construction Management	965	90	18/5	70%	N/A	80%	N/A
Bachelor's of Science	Bachelor's	Graphic Design: Major in Animation	2330	180	5/2	76%	0%	73%	50%
Bachelor of Science	Bachelor's	Graphic Design: Major in Game Art	2325	180	12/4	70%	27%	73%	27%
Bachelor of Science	Bachelor's	Graphic Design: Major in Visual Communications	2305	180	10/3	82%	89%	77%	75%
Associate of Science	Academic Associate's	Graphic Design	1205	90	39/5	67%	80%	67%	67%
Bachelor of Science	Bachelor's	Interior Design	2330	180	3/3	76%	58%	77%	71%
Associate of	Academic	Computer Aided	1205	90	25/6	85%	N/A	100%	N/A

Science	Associate's	Design/Architectural Drafting							
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1820	180	103/29	79%	72%	74%	64%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Investigations	1820	180	6	78%	N/A	100%	N/A
Associate of Science	Academic Associate's	Criminal Justice	910	180	132/11	71%	50%	95%	N/A
Associate of Science	Academic Associate's	Paralegal	925	90	17/2	85%	70%	74%	62%
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in Network Management	2350	180	39/8	85%	65%	78%	82%
Bachelor of Science	Bachelor's	Software Development: Major in Game Software Development	2145	180	0/1	87%	15%	90%	55%
Associate of Science	Academic Associate's	Information Technologies	1225	90	4/19	70%	0%	67%	N/A
Associate of Occupational Studies	Occupational Associate's	Information Technology	1415	91.5	51/13	N/A	N/A	N/A	N/A
Associate of Occupational Studies	Occupational Associate's	Electronics Technology	1315	90.5	4/2	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Health Information Technology	1270	103.5	17/1	N/A	N/A	N/A	N/A
Diploma	Diploma	Medical Assisting	955	69.5	74/7	95%	25%	100%	N/A
Associate of Science	Academic Associate's	Medical Assisting	1180	92	8/4	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Medical Insurance Coding and Billing	1080	90	10/3	78%	N/A	N/A	N/A
Associate of Science	Academic Associate's	Healthcare Office Administration	945	90	6/0	82%	N/A	N/A	N/A

**TOTAL
ENROLLMENT**

861 70.8% 65%

INTRODUCTION

The history of Westwood College began in 1953 in Denver Colorado. At that time, it was called the Radio and Television Repair Institute. In 1958, the electronics curriculum was expanded to meet the growing demands of the industry and the name of the college was changed to the National Electronics Institute (NEI). In 1974, the Denver Institute of Technology, Inc. (DIT) acquired ownership of the college and began to expand the curriculum to meet the needs of a growing technology society. In November 1997, DIT officially became Westwood College of Technology. In 2004, due to expansion in programs offered, Westwood College of Technology became Westwood College. Westwood College – Denver North opened its third California campus in May 2001. The additional location is in the Inland Empire (LAI) in the city of Upland. More than 50 percent of students enrolled in the college are from minority populations.

The College offers the following programs:

- Diploma in Medical Assisting
- Occupational Associate's in Information Technology and Electronic Technology
- Academic Associate's in Business Administration, Construction Management, Graphic Design, Computer Aided Design/Architectural Drafting, Criminal Justice, Paralegal, Information Technologies, Health Information Technology, Medical Insurance Coding and Billing and Healthcare Office Administration
- Bachelor's in Business Administration with a major in Accounting, Healthcare Management, Management, Marketing Management, Construction Management, Graphic Design- major in Animation, Game Art, and Visual Communications
- Bachelor's in Interior Design
- Bachelor's in Criminal Justice with a major in Administration and Investigations

The Bachelor's degree in Software Development: Major in Game Software Development had one student enrolled in the program. Due to the one enrollment, the program was not reviewed and no report was completed.

REPORT QUESTIONS**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 2014 Westwood College catalog #6636 Volume 5 – 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 defines and assesses student learning outcomes using the following data to demonstrate that student learning has occurred.

- Academic benchmarks for each program to ascertain student comprehension of the theoretical concepts and practical applications.
- Measurement tools such as key graded assignments (kgas), quizzes, tests, midterm exams, and final exams.
- Satisfactory completion and demonstration of practical hands-on labs and projects are used to determine the level of student comprehension.
- Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects, and examinations.
- Faculty Course Evaluations (FCEs) are administered each term in each class to aid in the evaluation of instructional procedures.
- Regularly scheduled and unannounced classroom visits by the program chairs, dean, and assistant dean, provide information to evaluate and improved processes.

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.

At the Inland Empire campus, the entire campus owns retention. All faculty and staff are encouraged to contribute positively to the retention and engagement efforts.

The school offers a number of services and benefits to help a student find value in his or her experience at Westwood College and remain in school despite numerous pressures to withdraw. Some of the services and benefits that the College offers are:

- Information on community resources that may help a student with financial, day care, transportation and other problems
- An open door policy to encourage early detection and confrontation with potential losses
- Provides on-campus academic assistance
- Mentors for high risk students
- A proactive system of attendance monitoring and improvement
- Flexible scheduling options to accommodate individual needs
- A variety of social activities to make the school a welcoming place to be

The College also addresses the early intervention for at-risk students (i.e., poor attendance, poor grades, and personal problems). Student Success Meetings (SSM) allows the campus to identify student's attendance issues.

The career services department, shares graduate employment data with the academic affairs department at each 150-day benchmark in support of student learning and assessment. The campus leadership team regularly reviews employment rates, feedback from graduate and employer surveys for each program, to research the causes for varying rates, and to look at potential changes to admissions, curriculum, and support services to student.

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. Tina Miller, is responsible for implementing and monitoring the Campus Effectiveness Plan. Ms. Miller joined Westwood College in July 2004 as the career services director of the Anaheim campus. In August 2007, Ms. Miller relocated to the Inland Empire campus in the role of campus vice president. In June 2009, she became campus president. Ms. Miller holds a master's degree in business administration from the University of Phoenix and a bachelor's degree in liberal studies from

University of California Riverside and has more than eight-year's experience in the proprietary school industry.

Ms. Miller is assisted in implementing and monitoring the CEP with the a committee comprised of the campus assistant dean, registrar, program chairs, director of admissions, director of finance, director of student support and director of career services. During the year, the plan is reviewed for appropriateness. If required, the management team agrees on revisions or amendments.

- 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? 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. Tina Miller, the campus president, is responsible for the financial oversight of the campus. As previously noted, Ms. Miller joined Westwood College in July 2004 as the career services director of the Anaheim campus. In August 2007, Ms. Miller relocated to the Inland Empire campus in the role of campus vice president. In June 2009, she became campus president. Ms. Miller holds a master's degree in business administration from the University of Phoenix and a bachelor's degree in liberal studies from University of California Riverside and has more than eight years' experience in the proprietary school industry.

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?

As previously noted, Ms. Tina Miller is the campus president. Ms. Miller joined Westwood College in July 2004 as the career services director of the Anaheim campus. In August 2007, Ms. Miller relocated to the Inland Empire campus in the role of campus vice president. In June 2009, she became campus president. Ms. Miller holds a master's degree in business administration from the University of Phoenix and a bachelor's degree in liberal studies from University of California Riverside and has more than eight-year's experience in the proprietary school industry.

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 FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

During the evaluation of Westwood Inland Empire campus, the team reviewed 50 student files classified on the 2012-2013 CAR as either drops, graduates, re-entries, new starts, or continuing enrollment. Of

these files, five were students who were on academic warning status, including one that had been dismissed. Student account ledger cards were reviewed for each of the 50 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

(d)

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. Alma Salazar, director of admissions, is responsible for the oversight of student recruitment at the campus. Ms. Salazar has a master's degree in business administration from Westwood College Online in Denver, Colorado and a bachelor's degree in organizational management from Biloa University in La Mirada, California. Ms. Salazar has worked in higher education since 1991 serving in many capacities including financial aid, career services and admissions.

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 based upon student file review, staff and student interviews and overall review of materials covered during the enrollment process. Initial applicants are interviewed by an admissions representative and provided information on program offerings through a detailed presentation created by Westwood. During the presentation, which is timed and recorded, admissions advisors review a slide presentation covering relevant aspects of the program to help the student make an informed decision. The director of admissions conducts both phone call and interview session observations. The corporate office contracts with a third party, "Mystery Shopper" to serve as a check on admissions practices at their campuses. This campus has approximately 5-10 visits per year and have always 'passed' the test. As a result of the experience one mystery shopper returned a year later, enrolled and subsequently graduated from a program.

- 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

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 75-80 of the current academic 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. Connie Kuang, registrar, is responsible for the administration of satisfactory academic progress. Ms. Kuang holds a master's degree in educational administration leadership from California State University, Los Angeles and a bachelor's degree in economics from University of California, Irvine. She has been affiliated with higher education working as a registrar since 1996.
- 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. Audri Williams, director of student finance, is responsible for administering student financial aid. Ms. Williams has worked in higher education since 2005 as a student financial aid advisor, assistant director and in her current position as director since 2013. Ms. Williams has received a proprietary certification from and is an active member of the California Association of Student Financial Aid Administrators (CASFAA).

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. Williams stays current with regulation and policy changes in financial aid by attending workshops and conferences hosted both by professional organizations and the corporate office. She is also a member of the California Association of Student Financial Aid Administrators and the Western Association of Veterans Education Specialists (as noted above).
- 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 support department provides a variety of services to assist students in addressing problems that may keep them from succeeding. The student support department assists students with transportation by providing information on bus routes and coordinating car pools. For students who have personal problems, the campus refers them to non-profit or low cost agencies in the community for professional help. The campus has a full-time tutoring coordinator who works with all students in need of extra assistance by connecting them with a faculty member.
- 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. Eric McDanel, director of career services, is responsible for the oversight of counseling students on employment opportunities. Mr. McDanel has a master's degree in higher education from California State University, Fullerton. He has worked in higher education since 2009 as coordinator of student life, career development and in his current position since July 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
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 1040
 The ending enrollment reported on the previous year's CAR is 1040
- 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 ensures students are advised of the their student loan repayment obligations during an entrance counseling session. All students are required to attend this initial meeting and, before graduation, students attend a mandatory graduation workshop where they are again reminded of their obligations.
- 4.67 Describe the extracurricular activities of the campus (if applicable).
 The campus offers many extracurricular activities for students including ice-cream socials and blood drives. Students participate in both basketball and softball community leagues and each program has a club specific group to promote careers.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
 Yes No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
 Dr. Luka Mbewe, academic dean since 2006, oversees all educational activities. He holds a doctoral degree in educational leadership from Argosy University; a master's degree in education from California State University-San Bernardino; and a bachelor's degree in electronic engineering from Northrop University in California. He joined Westwood in 2005 as the assistant dean and has over 24 years of experience in private post-secondary education. Dr. Mbewe is supported in the oversight of academics by an assistant dean and seven program chairs.
- 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 administrators to have sufficient authority and responsibility for program development and management evidenced by the following: signed job descriptions; administrator and faculty meeting minutes; observed interaction among administrators, faculty, and staff; and interviews while on-site. A systematic process is in place for program chairs in collaboration with the dean to oversee faculty recruiting, classroom management, and curricula development and revision.

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 following provisions are made for individual difference among students: flexible scheduling for day and evening classes; lab-and project-based learning strategies; acknowledgement of the adult and diverse socio-economic population of its learners; and willingness of faculty and administrators to devote time outside of scheduled class hours to individual student concerns and advising. Classroom observations and interviews with students, faculty, and administrators evidence these practices.

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

Faculty have direct access to Westwood corporate personnel who manage curricula for all campuses through MyPATH, an online portal. Faculty stated requests are acknowledged and action is taken based on their recommendations. A campus curriculum committee holds regularly scheduled meetings which are attended by faculty and administrators, and informal discussions are held daily among faculty, chairs, and staff. All formal and informal recommendations provide action items for revision at the campus level if they do not impact the core curricula or are forwarded to the corporate office for consideration and approval if the revisions will impact core curricula and require modifications to the syllabi or programs.

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?
A schedule of annual training sessions; materials from previously held sessions; participant lists; and documentation in faculty files evidence a systematic program of in-service training for part- and full-time faculty.
- 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 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

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

COMMENDATIONS:

The "open door" policy practiced by Dr. Mbewe, academic dean, cultivates a welcoming and supportive environment for students, faculty, and administrators evidenced by the dialogue among all campus personnel.

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).

Westwood College – Inland Empire campus is located at 20 West 7th Avenue in Upland, CA, the main location is made up of 24 classrooms within a total space of 34,142 square feet. Classrooms consist of the following:

- 17 computer labs (IT, CAD, Interior Design, Medical Coding and general computer applications)
- 4 lecture rooms (all programs)
- Interior Design Resource Room
- Two combined rooms for Medical Assisting lab and lecture room

In addition to classroom space there is a large, centrally located student commons area on the second floor and a Learning Commons (library) on the first floor. The student commons area provides ample seating, as well as vending machines, microwaves, and a flat screen television. The Learning Commons has two private study rooms and a dozen computers that have access to electronic library subscriptions. Also included is administrative office space for Admissions, Student Support, Student Finance, Career Services, Education and Executive Administration throughout the campus.

The parking lot on the premises offers a total of 222 parking stalls for staff, faculty and visitors. This number does not include the additional parking stalls that are committed to the neighboring animal clinic, who also shares the land parcel. Private security is contracted to patrol the parking areas during school days from 7:00 AM until closing at 11:00 PM. Two guards are stationed in the evening for better coverage during low visibility.

The campus is within one mile of the Metrolink train station in Upland, and adjacent to several public bus lines that run north and south on main street Euclid. The college is situated right next to the Interstate 10 freeway and Euclid, accessible to commuters.

The additional location for overflow classes is located at 2890 Inland Empire Blvd in Ontario. This campus is approximately 4 miles from the Upland location, also off the Interstate 10 and Archibald. The additional location resides in a complex of industrial office space with 9947 square feet of class and administrative space. The eleven rooms consist of the following:

- Three computer labs (general computer application and criminal justice programs)
- Seven lecture rooms for general education and criminal justice programs

There is also a Criminal Justice lab/mock courtroom which is outfitted with a court bench. This location also offers a small student commons area, Learning Commons with electronic access, and a few administrative offices for visiting faculty and the assigned administrator. There are 85 parking stalls available in front and around the building. Private security is available during school hours when classes

are scheduled (varies term to term but about 2-3 days a week). Several public bus lines ride down Inland Empire Blvd and the adjacent Archibald Avenue.

6.02 Does the campus utilize any additional space locations?

Yes No

If *Yes*, list the name and address of each location.

The additional space is approximately four miles from the Upland campus and is located at 2890 Inland Empire Blvd. Ontario, CA.

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

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

(Section 3-1-602): The campus located at 20 West 7th Street in Upland, CA did not have evidence on file to show that they are in current compliance with fire safety regulations. A fire safety inspection was conducted on May 23, 2014. The campus provided a copy of the results of the inspection. A number of deficiencies and the necessary corrective actions were listed in order for the campus to meet fire safety regulations.

The campus was also not able to provide evidence to show that the additional space, located at 2890 Inland Empire Blvd. Ontario, CA is in compliance with fire safety regulations. A copy of an email from the building property manager noted that the fire inspection is scheduled for Friday June 20, 2014.

7. PUBLICATIONS

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

The catalog used during the evaluation was the Westwood College 2014 Academic catalog.

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.)?

Westwood College, Inland Empire Campus advertises by printed publications, TV and radio advertisement 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?

Westwood College distributes the Student Right-to-Know and Campus Security Report to prospective students, current students and employees upon request. Print copies of all materials are available upon request. The materials are housed at the office of student support, admissions, the executive assistant and the registrars' office. The following information is made available to the students: transfer of credit; student body diversity; Family Education Rights and Privacy Act (FERPA), general institutional information, graduate employment rates/ performance fact sheet, completion/graduation rates, Campus Safety and Security, Drug and Alcohol Abuse Policy and Prevention Plan, Financial Assistance, Student Code of Conduct, Sexual Harassment Policy and Sexual Assault Prevention Plan, Copyright Infringement, Graduate Statistics Disclosure, Employment Positions Available to Graduates, and Salary Disclosure Information.

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

The information is published on the Westwood College website at www.westwood.edu/student-services/right-to-know. All information provided is linked through this webpage. Information is routinely updated as the most recent annual rates and data becomes available.

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 campus librarian, Ms. Phoebe Magallanes, utilizes the following activities to develop continuous assessment strategies: collaboration with faculty, chairs, and administrators to review and select program resources, and with the Westwood system administrator to review the campus technology transfer plan and acquisitions; and consultation with professional review sources, association websites, and program advisory committee members to review the currency of 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 fiscal year's library budget, October 1, 2013 through September 30, 2014, is \$40,265.

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, 70 percent of the budget has been spent with expenditures allocated as follows: 50 percent on database subscriptions; 28 percent on print-copy collections; 17 percent on periodicals; and 5 percent on 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 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 faculty inspire usage of the resources by introducing students to evidence-based analysis; motivate students by requiring research assignments and projects; and direct students by having them complete a strategies for success course that includes an orientation to the library resources.

Are these methods appropriate?

Yes No

- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
 Yes No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
 Yes No Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.
 The following full-text online collections are available to students and faculty through MyPATH, the Westwood campus portal: Britannica Online; EBSCOhost; LexisNexis Academic; Westlaw; STAT!; ProQuest Central; lynda.com; and Films on Demand.
- 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. Magallanes is the on-site librarian. She holds a master's degree in library and information science from San Jose State University, a bachelor's degree in health science from California State University-Fullerton, and an associate's degree in biological sciences from Citrus College in California. She has been employed full-time since 2011 with 90 percent of her responsibilities allocated to the library and 10 percent to teaching. The library is open Monday through Thursday 7 a.m. to 10 p.m., Friday 7 a.m. to 8 p.m., and Saturday 9 a.m. to 1 p.m. When Ms. Magallanes is not on duty, a student worker, who has been adequately trained, staffs the library.
- 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

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

COMMENDATIONS:

The campus library provides comprehensive physical and electronic holdings with resources for curriculum ranging from technical to general education to creative disciplines.

9. PROGRAM EVALUATION

Academic Associate's degree in Health Information Technology

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. Velda Hunter is the program chair for the health information technology (HIT) program. She holds a bachelor's degree in technical management and an associate's degree in health information technology both from DeVry University, Pomona, California. She is a Registered Health Information Technologist (RHIT) through the American Health Information Management Association (AHIMA), which is current through 2016. Ms. Hunter also comes to the position with several years' experience in the field as a health information management supervisor and analyst.

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)

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

Note:

The requirements for retention and placement are not applicable as there are not graduates at this time. The first graduates are expected in May 2015.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
The HIT program utilizes several different community resources to enrich their curriculum. Although the program is fairly new, they have already brought in physicians as guest speakers regarding new changes in electronic health records management. There is a programmatic advisory committee (PAC) comprised of local health information management specialists such as HIT directors, office managers, billers and coders, HIT consultants, and previous HIT graduates from other local institutions; allowing for real world application to classroom curriculum.
- 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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 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)
- 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 (*Skip to question 9.24*)

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.

During the visit, the team evaluated and reviewed assignments. The class is in the second week of the term and; therefore, only week one assignments were available for review. Assignments were documented, labeled, and kept on the institutions' Westwood blackboard system. The students are also able to access the portal for review of assignments and grading scores at any time.

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

- 9.28 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

- 9.29 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

COMMENDATIONS:

The team would like to give special acknowledgement to the HIT instructor, Ms. Tracie Montgomery, for her dedication to her students, institution, and commitment to higher learning. Her thoroughness to instruction, assignments, and passion for the subject material and the students is to be commended. Although the program is new, there has been dedication to bringing the program out of the gate running full speed and stands to the commitment the institution has to the training of their graduates for employment to the field, professionally and academically. The positive feedback from students supported these statements.

9. PROGRAM EVALUATION

Academic Associate's degree in Construction Management

Bachelor's degree in Construction Management

Academic Associate's degree in Computer Aided Design/Architectural Drafting

Occupational Associate's degree in Electronic Technology

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. Octavio Echeverria is the program chair for the School of Technology, which includes the occupational associate's degree in electronics technology (AOSET) program. Mr. Echeverria holds a master's degree of information assurance from Norwich University in Northfield, Vermont; a bachelor's degree in business management from the University of Phoenix in Ontario, California; and an academic associate's/certificate in computer technology from Los Angeles Community College in Los Angeles, California.

Mr. Scott Russell is the program chair of the School of Design which includes the academic associate's degree in computer aided design/architectural drafting program. Mr. Russell holds a master's degree in fine arts (film and television) from the Chapman University in Orange, California, and a bachelor's degree in English from the University of California-Berkley, California.

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 programs utilize an advisory board made up of representatives of companies doing business in the Inland Empire Area of California, as well as, graduates of Westwood College. The Team was provided minutes/sign-in sheets of numerous guest speakers. Other activities such as a visit construction sites and local companies doing business in the related fields were well documented.

- 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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 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?

Occupational Associate's degree in Electronics Engineering: N/A

Academic Associate's degree program in CADD/Architectural Drafting: N/A

Academic Associate's degree program in Construction Management: N/A

Bachelor's Degree program in Construction Management: 2

How many calls to employers or graduates were successful?

Occupational Associate's degree in Electronics Engineering: N/A

Academic Associate's degree program in CADD/Architectural Drafting: N/A

Academic Associate's degree program in Construction Management: N/A

Bachelor's Degree program in Construction 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.

Occupational Associate's degree in Electronics Engineering: N/A

Academic Associate's degree program in CADD/Architectural Drafting: N/A

Academic Associate's degree program in Construction Management: N/A

Bachelor's Degree program in Construction Management: 2

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 (*Skip to question 9.24*)

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.

The Team reviewed existing homework documents confirming the grading as representative of the requirements identified on the syllabi and in the Westwood College catalog.

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

- 9.28 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

- 9.29 Are teaching loads reasonable?
 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?
 (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 student teacher ratio in the academic associate's construction management program is 1:8.

The student teacher ratio in the bachelor's construction management program is 1:7.

The student teacher ratio in the academic associate's computer aided design program is 1:6.

The student teacher ratio in the occupational associate's degree in electronic technology program is 1:14.

- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.33 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
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.35 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)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 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:

The Team found the programs were well-conceived, directed, and taught.

COMMENDATIONS:

This is a well run campus with competent, caring faculty, administration and staff who are all dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Academic Associate's degree in Criminal Justice

Academic Associate's degree in Paralegal

Bachelor's degree in Criminal Justice: Major in Administration

Bachelor's degree in Criminal Justice: Major in Investigations

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. Bernard Alex is the program chair for School of Justice. Mr. Alex holds a master's degree in in public administration from California State University, Dominguez Hills, California and a bachelor's degree in sociology from the University of Southern California in Los Angeles, California. He has been in his current position at the campus since 2012. He has been in the field for over 20 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 team found documentation of Program Advisory Committee (PAC) meeting minutes for the School of Justice.
- The team found documentation of the following field trips: Museum of Death, Los Angeles County Probation Department and Baldwin Park Police Department.
- The team found documentation of the following guest speakers: Mr. Bill Park- Los Angeles Police Department; Ms. Carolina Zavala - Los Angeles Police Department; Mr. William Pattillo – Salinas Valley Detention Center; Ms. Maggie Harris – court-appointed special advocate; and Mr. Julio Perez – Rape Crisis Center.
- 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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No

- 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:

Academic Associate's degree in Paralegal – 1

Academic Associate's degree in Criminal Justice – 8

Bachelor's degree in Criminal Justice: major in administration - 2

How many calls to employers or graduates were successful?

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

Academic Associate's degree in Paralegal – 1

Academic Associate's degree in Criminal Justice – 8

Bachelor's degree in Criminal Justice: major in administration - 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

- 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 (*Skip to question 9.24*)
- 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.

The team found documentation of graded homework recorded in the grade book and given weight.

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

9.28 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

9.29 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 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

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

FOR BACHELOR'S DEGREES ONLY

- 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

9. PROGRAM EVALUATION

Bachelor's in degree Business Administration: Major in Healthcare 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?
 Mr. Adeyinka Animashun is the program chair for the school of business. This department contains four other business related programs, along with the business administration healthcare management program and construction management. Mr. Animashaun holds two master's degrees: a master's of business administration and master's in organizational leadership from National University in LaJolla, California. Mr. Animashun has holds a bachelor's degree in business administration from Yaba College of Technology in Nigeria with the credit analysis completed and confirmed from the World Education Services International Credential Advantage Package (WES ICAP).

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)

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:

At this time there are nine students currently enrolled in the program, therefore, no improvement plan is required.

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

The community resources offered to enrich the program included field trips, guest speakers, and program advisory meetings. The community resource activities included field trips that taught students how to deal with stress management in the workplace by visiting the American Career College of Massage Therapy. The students also visited the San Bernardino Department of Public Health and Loma Linda University Medical Center to observe how various health services are performed in the public health department and the health care industry. Guest speaker presentations from Merck Pharmaceuticals, Immuno Diagnostics, and Kaiser Permanente discussed management roles in health care, career management, and creating opportunity. The Program also has an advisory board that included the whole

business program department. During the meeting, a breakout session was exclusive to the health management segment of the business administration program.

- 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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 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?

Bachelor's Degree program in Business Administration Healthcare Management: 1

How many calls to employers or graduates were successful?

Bachelor's Degree program in Business Administration Healthcare Management: 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.

One call where contact was made confirmed employment of the graduate as reported on the 2013 CAR. The team made verbal contact and confirmation via a telephone call with the graduate at the place of employment.

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 (Skip to question 9.24)

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

- 9.28 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

- 9.29 Are teaching loads reasonable?
 Yes No

FOR BACHELOR'S DEGREES ONLY

- 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

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 Game Art

Bachelor's degree in Graphic Design: Major in Visual Communication

FOR ALL PROGRAMS

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Mr. Scott Russell is the program chair for the School of Design which includes the graphic design programs. He has held this position since July 2013. Mr. Russell has a master's degree in film and television from Chapman University in Orange, California, and a bachelor's from the University of California-Berkeley. Mr. Russell also holds certificates from the Broadcast Educators' Association (BEA) and the Independent Game Developers' Association (IGDA). Prior to his current position, he was the associate dean/program chair for media arts at Mt. Sierra College, the creative director/senior editor for the Fox Kids Network, the creative director for Peter Green Designs, a producer at Sirena Studios, and the creative director for Caliber Marketing. In his various positions, Mr. Russell has produced award-winning films that have been viewed at film festivals and on national television networks. His latest film, Exquisite Corpse, is currently in distribution through VMI Worldwide.
- 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)

The bachelor's program in Graphic Design: Major in Game Art has a placement rate of 27%. The other three programs are in compliance for placement.

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 Graphic Design programs have utilized the following to enrich student involvement: a field trip to the Claremont Graduate University Gallery to view the fine art component of that campus' master of fine arts program which gave the students an opportunity to experience and develop on-location photography skills; membership in Alpha Beta Kappa National Honor Society--where Graphic Design students were among the founding members; participation in college blood drives and World Health Day; participation in YMCA- and Westwood-organized sports teams; sponsorship of children at Christmas through Steven's Hope for Children; attendance at relevant conferences such as SIGGRAPH and the Game Developers' Conference (GDC); and participation at meetings of the program advisory committee to

discuss curricula needs and modifications. Program students may also join the International Game Developers' Association (IGDA) through the Orange County chapter and the American Institute of Graphic Arts (AIGA) through a local chapter.

- 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
- 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
- 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 graduates for the various programs:

Academic Associate's degree program in Graphic Design: 4

Bachelor's degree program in Graphic Design: Major in Animation: No graduates

Bachelor's degree program in Graphic Design: Major in Game Art: 3

Bachelor's degree program in Graphic Design: Major in Visual Communications: 3

How many calls to employers or graduates were successful?

The following number of calls was made to graduates for the various programs:

Academic Associate's degree program in Graphic Design: 4

Bachelor's Degree program in Graphic Design: Major in Animation: No graduates

Bachelor's degree program in Graphic Design: Major in Game Art: 3

Bachelor's degree program in Graphic Design: Major in Visual Communications: 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.

All successful contacts confirmed 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)

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

Various digital assignments were reviewed; each assignment had attached notes and/or rubrics that defined the areas of concern and gave the appropriate grades.

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

9.28 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

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 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

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

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

Yes No

9.40 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)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

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

COMMENDATIONS:

The campus has a bright, inviting environment that stimulates student involvement in both their programs and extra-curricular activities. Of particular interest are the many framed and displayed pieces of student work demonstrating the skills taught in the various programs. These displays invite further study by persons attending or passing through the buildings.

9. PROGRAM EVALUATION**Bachelor's degree in Interior Design****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. Scott Russell is the program chair for the School of Design which includes the graphic design programs. He has held this position since July 2013. Mr. Russell has a master's degree in film and television from Chapman University in Orange, California, and a bachelor's from the University of California-Berkeley. Mr. Russell also holds certificates from the Broadcast Educators' Association (BEA) and the Independent Game Developers' Association (IGDA). Prior to his current position, he was the associate dean/program chair for media arts at Mt. Sierra College, the creative director/senior editor for the Fox Kids Network, the creative director for Peter Green Designs, a producer at Sirena Studios, and the creative director for Caliber Marketing. In his various positions, Mr. Russell has produced award-winning films that have been viewed at film festivals and on national television networks. His latest film, Exquisite Corpse, is currently in distribution through VMI Worldwide. The interior design major is located within the design department.

- 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)

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).
 In 2013, a guest speaker was engaged from California Coalition of Interior Design Certification to discuss the current legislation in place regarding the profession of interior design in the state of California. Students were made aware of the qualification requirements and how their education fits into that role for future certification. Students commented on a recent field trip to a completed green building project - Frontier Project.
- 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*)

- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 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 were seven calls attempted to verify employment in the Bachelor's degree Interior Design program.

How many calls to employers or graduates were successful?

There were seven successful calls to verify employment of graduates in the Bachelor's degree in Interior Design program.

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 were contact was made confirmed employment of 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 (*Skip to question 9.24*)

- 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.

Review of homework assignments with grades and comments confirmed out-of-class work is recorded appropriately.

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

- 9.28 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

- 9.29 Are teaching loads reasonable?
 Yes No

FOR BACHELOR'S DEGREES ONLY

- 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

9. PROGRAM EVALUATION

Diploma in Medical Assisting

Academic Associate's degree in Medical Assisting

Academic Associate's degree in Medical Insurance Coding and Billing

Academic Associate's degree in Healthcare Office 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. Christina Guzman is the school of healthcare program chair for the Westwood College Upland, California location and is assigned to administer the academic programs of diploma and associate's in medical assisting, associate's in medical insurance coding and billing and the associates in health office administration at the campus. Ms. Guzman has held this position since June 2012. Academically, Ms. Guzman holds a diploma in medical assisting from Concorde Career College of San Bernardino, California; a bachelor's degree in business administration from Kaplan College (online); and is currently pursuing a bachelor's degree in nursing from Mount Saint Mary's College with an expected date of graduation of December 2014. Experientially, Ms. Guzman is a Registered Medical Assistant (RMA) with American Medical Technologists (AMT) and Certified Clinical Medical Assistant (CCMA) with National Health Career Association (NHCA) and remains a member in good standing with both organizations. Furthermore, Ms. Guzman has over five years of related experience, primarily clinical, working with various local healthcare entities.

To support Ms. Guzman with subject matter and curriculum related expertise of the medical insurance coding and billing and the healthcare office administration programs, the campus has appointed Ms. Jessica Juarez-Gonzalez as lead instructor in March 2013 for the aforementioned programs. Ms. Juarez-Gonzalez earned an associate's degree in healthcare administration from the University of Phoenix

(Online) and is pursuing a bachelor's degree in healthcare administration with a concentration in health information technology with an expected September 2014 date of completion. Ms. Juarez-Gonzalez is also a Certified Medical Assistant (CMA) and a Certified Postsecondary Instructor with the National Center for Competency Testing (NCCT). Ms. Juarez-Gonzalez's academic background is coupled with over 30 years' experience, including clinical, administrative, billing and coding and managerial experience with various local healthcare entities. Ms. Juarez-Gonzalez has also taught on the post-secondary level for over five 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).

Through interviews with faculty, students and materials available for review the team has been able to confirm the medical insurance coding and billing, the medical assisting and the healthcare office administration programs of the Upland, California campus of Westwood College aptly utilizes community resources to enrich its school of Healthcare programs. The programs hold annual program advisory committee meetings to solicit program related feedback from practicing industry professionals. Additionally, industry professionals and graduates are invited as guest speakers to address the students. Graduate, David Loera returned to speak with current medical assisting students and shared "Tips on Success" in the real world as a medical assistant. Additionally, graduate Ignacio Vielma returned to speak with students of the medical insurance coding and billing and the healthcare office administration programs about working as a medical biller with Quality First Medical Billing.

In August 2013, the students of the school of Healthcare visited a live taping of the hit ABC show The Doctor's where students had the opportunity to learn of current trends in the healthcare field. Embedded in the curriculum of the medical assisting and medical insurance coding and billing programs are externship components consisting of 180 hours. Through these externships students are afforded the opportunity to gain exposure and practical learning opportunities with local healthcare entities.

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)

Note:

The Health Office Administration program does not include an externship as part of its curriculum.

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

Note:

At the time of the team's visit, no students were currently enrolled in independent studies.

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 team attempted to contact one employer and/or student of the diploma program in Medical Assisting.

How many calls to employers or graduates were successful?

The team was successful in contacting one employer and/or student of the diploma program in Medical Assisting.

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 contact made to the employer and/or student of the diploma program in Medical Assisting was able to confirm employment as reported on the 2013-2014 CAR.

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

Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (Skip to question 9.24)

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.

The team interviewed students, faculty and reviewed course syllabi to verify out-of-class work by students. Provided by both faculty and students for team review was homework assignments submitted that evidenced graded homework that included finished, graded assignments, grading rubrics for projects and group work assignments.

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

9.28 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

9.29 Are teaching loads reasonable?

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?

(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 student/teacher ratio for the diploma program in Medical Assisting for lecture classes is 15:1

The student/teacher ratio for the diploma program Medical Assisting for lab classes is 12:1.

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

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 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

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

GENERAL COMMENTS:

The team's visit evidenced an exceptionally well-run school of Healthcare programs. The team of program chair Christina Guzman and lead faculty Jessica Juarez-Gonzalez presented as highly competent, personable and student-focused. The administration, faculty and staff were found to be caring, well-qualified and supportive of student needs. Students were excited about their ability to successfully obtain post graduation employment in their respective fields.

COMMENDATIONS:

The team commends the campus on positive sentiments shared by both externship sites visited. Both externship sites were highly complementary of the skills, preparedness and professionalism of the Westwood students and eager to extend full time employment at the completion of the externship period.

The team would like to commend the school on its proactive initiative to geographically sensitivity train its students. The campus has created a special three part workshop series entitled "Spanish Medical Terminology". This course is reflective of region's high population of Hispanic patients. Teaching the students to communicate with this specific patient population has proven to be beneficial to the practices served and raised the graduates marketability. One office spoken to would like to have its employees trained under this program. This workshop is offered free of charge.

9. PROGRAM EVALUATION

Academic Associate's degree in Information Technologies

Occupational Associate's degree in Information Technology

Bachelor's degree in Information and Network Technologies: Major in Network 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?
 Mr. Octavio Echeverria is assigned to administer the programs. Mr. Echeverria has served as the program chair of the School of Technology at this campus since 2002. Mr. Echeverria holds an a

master's in information assurance from Norwich University, Northfield, Vermont; a bachelor's of business management from the University of Phoenix, Ontario, California; and an associate's in computer technology from Los Angeles City College. Mr. Echeverria's experiential qualifications include employment as a program manager with Compaq and a program director with Web Vision.

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 programs utilize a Program Advisory Committee (PAC) composed of local industry professionals that provide recommendations and feedback on the needs of local industry. Documentation shows the most recent PAC meeting was held on November 4, 2013, where attendees reviewed Westwood College's occupational associate program in information technology. The team also found documentation that a guest speaker spoke to classes on February 20, 2014. On this date, Mr. Aniekan Akpaffiong, an account support manager for the Hewlett Packard company, spoke to students on cloud computing. Finally, the school of technology competes in the Western Regional Collegiate Cyber Defense competition, where Westwood students compete against students of other regional colleges including the University of California, Berkeley and California State Polytechnic University, Pomona, among others.

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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 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

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

At the time of the visit, two courses used by the School of Technology had inappropriate prerequisites. The course titled ITCS206 Installing and Configuring Windows Server should have had ITCS103 Desktop Operating Systems listed as a prerequisite, but did not. The course titled ITCS222 Linux Systems Administration should have had ITNW115 Network Essentials listed as a prerequisite, but did not. These were appropriately changed during the visit.

- 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?

Bachelor's degree in Information and Network Technologies: 6

How many calls to employers or graduates were successful?

Bachelor's degree in Information and Network Technologies: 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 successful contacts 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 (*Skip to question 9.24*)

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.

Samples of graded student homework for all active courses were provided to team.

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

- 9.28 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

- 9.29 Are teaching loads reasonable?
 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?
 (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 for the occupational associate's degree in information technology is 6:1.

- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.33 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

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

- 9.35 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)

- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

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

Yes No

9.40 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)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

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 generally pleased with their education at Westwood College. Students were particularly complimentary of the faculty in the school of information technology, indicating they felt they were being well trained for careers in the field of information technology.

COMMENDATIONS:

The team would like to commend the school of technology for developing the event called "War Games." This event fosters the learning of network security through a student competition. Students work in teams to protect or attack a model network assembled by instructors. Students who participated in the event were complimentary of the event and were looking forward to participating again in the future. Through this event, students from this Westwood campus were able to field a team to compete in the Western Regional Collegiate Cyber Defense Competition where students came in fourth place in a field of 12 schools that include students from the University of California, Berkeley, and California State Polytechnic University, Pomona.

9. PROGRAM EVALUATION**Academic Associate's degree in Business Administration****Bachelor's degree in Business Management in Marketing Management****Bachelor's degree in Business Administration in Management****Bachelor's degree in Business Administration in Accounting****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. Adeyinka Animashaun is the program chair for the School of Business at Westwood College in Upland California, and has been assigned to administer the Business Administration programs at the campus. He has a bachelor's degree in Business Administration from Yaba College of Technology in Nigeria, a master's degree in Business Administration with a concentration in Healthcare Administration and a masters in Organizational Leadership, both from National University in San Diego, California. Additionally, Mr. Animashaun has been a member of the Inland Empire American Marketing Association since 2010.

Mr. Animashaun began his academic career at Westwood College in 2007 as an adjunct instructor in the School of Business, and in 2008 he began as a full-time instructor and that same year he was recognized by the campus as faculty of the year. Prior to joining Westwood College full-time, Mr. Animashaun worked as banker in Nigeria for twelve years and then in he moved to the United States to begin working in operations management with the Quill Corporation in California.

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)

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 Business Administration and Accounting programs are inclusive of a number of activities that enrich student learning and provide students with opportunities to network with local business leaders and field experts. For example, on January 27, 2014 students enrolled in the Managing Stress and Conflict in the Workplace (MGT200) course attended the Dr. Phil Show at the Paramount Studios to view the taping of a live show and discuss social issues that impact worker productivity. In March 2014, students enrolled in the Introduction to Business (BUSN100) course visited Casa Herrera in Pomona, California to gain insight into the manufacturing industry. The team reviewed sign-in sheets, pictures, release forms, and student reflections to verify these activities.

Additionally, the Business and Accounting program administrators seek curriculum advisement from a seven person advisory board. The team was able to verify the boards' involvement through meeting minutes and faculty interviews. The advisory board meets once or twice per year and includes faculty, administrators, and local business leaders from the Inland Empire area.

- 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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
- Yes No

- 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?

Associate's degree in Business Administration: N/A

Bachelor's degree in Business Administration in Accounting: N/A

Bachelor's degree in Business Administration in Management: 7

Bachelor's degree in Business Administration in Marketing Management: 12

How many calls to employers or graduates were successful?

Associate's degree in Business Administration: N/A

Bachelor's degree in Business Administration in Accounting: N/A

Bachelor's degree in Business Administration in Management: 3

Bachelor's degree in Business Administration 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.

Associate's degree in Business Administration: N/A

Bachelor's degree in Business Administration in Accounting: N/A

Bachelor's degree in Business Administration in Management: 3

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

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 (*Skip to question 9.24*)

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.

Examples of student's graded homework were provided by the faculty and program leaders. Faculty and students cited and presented documentation of out-of-class work assignments that include developing business plans, manager interviews, and preparing company financial statements.

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

9.28 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

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 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

SECTION 13 - Campus Addition Report

1. Who has responsibility for the administration of the campus addition? Describe the individual's academic credentials and professional experience. To whom does this individual report?
Ms. Tina L. Miller, campus president, has full responsibility for the administration of the campus addition. Ms. Tina Miller holds a master's degree in business administration from University of Phoenix, Costa Mesa, CA and a bachelor's of arts in liberal studies from University of California, Riverside, CA.
2. What is the distance (i.e. driving or walking distance) between the campus addition and the campus that has administrative oversight of it? Describe the provisions provided by the institution so that students may utilize services provided at the main or branch campus.
The campus addition is approximately a 5-mile drive from Westwood College Inland Empire, which has administrative oversight. The short distance allows students to easily make use of services provided by the additional location. All services are currently provided at the additional location. The campus addition is only in use on Mondays, Tuesdays and Thursday afternoons.
3. Describe how appropriate provisions have been made for supervision and monitoring of the campus addition by the administration of the campus that is administratively responsible for the campus addition.
The campus addition is primarily an overflow space for classes, specifically in general education courses and three criminal justice courses. Bernard Alex, School of Justice program chair, and Ms. Jeannette Flores, general education program chair, provide administrative oversight at the campus addition location on a rotational schedule. In addition to the administrative oversight, a private security guard is employed at the facility during school hours when classes are scheduled (varies term to term, but approximately 2-3 days per week).
4. Describe how students at the campus addition are provided with access to the following student services, identifying if services are provided at the campus addition or the campus that has oversight of the campus addition.
The campus addition is a space currently used as overflow for additional courses. While the additional location located at 20 West 7th Avenue has ample building space to house all courses, the parking lot is shared with the neighboring animal clinical, thus making parking a challenge. The campus addition is therefore a remedy for the parking constraints at the additional location, and houses only a few courses per week. With this being said, the campus addition is operating only in this capacity at present, and all services are provided through the additional location. Specifically: admissions, financial aid, career services and academics are all services provided through the additional location. The campus addition's close proximity to the additional location allows for students to travel between locations easily, and without undue burden. Several public bus lines ride down Inland Empire Blvd and the adjacent Archibald Avenue, which provides students public transportation access to the campus addition location.
5. List all other campus additions operated by the oversight campus. (List ACICS ID Codes and location.)
Westwood College, 2890 Inland Empire Blvd, Ontario, CA 00027074
6. Cite evidence that the campus addition employs appropriately experienced administrative staff members to support the initial class start. (List the number and type of individuals currently employed as well as plans for future positions.)

All campus administrative staff members are the same staff members employed by the additional location. Bernard Alex, School of Justice program chair, and Ms. Jeannette Flores, general education program chair, provide administrative oversight at the campus addition location on a rotational schedule.

7. What is the total enrollment figure for the campus addition for the date of the visit? List total enrollment, total day enrollment, full- and part-time day enrollment, total evening enrollment, and full- and part-time evening enrollment.

The total enrollment figure for the campus addition for the date of the visit is 139. There are 112 students taking day courses and 43 students taking evening courses. Often students who are taking morning classes are also scheduled for evening classes at the campus addition to accommodate their schedule and avoid unneeded travel between the campus addition and additional location.

8. Cite evidence that appropriate personnel records, including official transcripts where necessary, are on file for all administrative staff and faculty located at the campus addition.

There is no administrative staff or faculty employed at the campus addition. All faculty and staff who teach or administer at the campus addition are employed by the additional location. The personnel records and official transcripts were reviewed and deemed acceptable through the review of the additional location. In addition to Bernard Alex, School of Justice program chair, and Ms. Jeannette Flores, general education program chair, the following instructors are currently teaching courses at the campus addition: General Education instructors include: Chelsey Tolman, Lina Omran, Zein Alameddine, George Hicks, Joy Harrison, and Hiram Madooglu. Criminal Justice instructors include Ronald Mitchell, George Hicks and Mark Lewis. All referenced faculty are employed at the additional location.

9. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the campus addition location.

The admissions team introduces the overflow campus to prospective students and explains that a number of general education and criminal justice courses meet at this location. The additional location has a policy that new students will take no coursework at the campus addition as a way to make them feel more comfortable and welcome them into the additional location environment.

10. List all courses and/or academic programs offered at the campus addition and the academic credential awarded. Identify any courses or programs which are not offered at the campus that has administrative responsibility for the campus addition.

The following courses are currently offered at the campus addition:

General Education:

PHYS121
PDEV200
HIST420
PDEV200
OSCS299

Criminal Justice:

CRJS430
CRJS490
CRJS211

11. For all programs offered at the campus addition, list the individual responsible for administrative and academic oversight of each program and describe their qualifications. Describe how oversight of these programs is provided for students at the campus addition.
Mr. Bernard Alex, school of justice program chair, and Ms. Jeannette Flores, general education program chair, provide administrative oversight at the campus addition location on a rotational schedule. Mr. Alex Bernard holds a masters degree in public administration from California State University, Dominguez Hills, Carson, California and a bachelor's in sociology from University of Southern California, Los Angeles, California. Ms. Jeannette Flores holds a doctorate in educational leadership from University of Southern California; a master's of business administration in public administration from Keller Graduate School of Management, Pomona, California; and a bachelor's in behavioral science from University of La Verne, La Verne, California.
12. Cite evidence that the campus addition employs a sufficient number of faculty members for the number of courses offered and the size of the student population. (List the number of faculty currently employed and the number of courses currently offered as well as any plans the institution may have to acquire faculty in the future.)
N/A - There are no faculty members employed at the campus addition.
13. How does the administration of the campus addition ensure that students have access to proper instructional resource materials? (i.e. library materials)
The campus addition has a learning commons area with access to the additional location's library materials through an e-catalog.
14. List the instructional equipment available for faculty and student usage at the campus addition.
The campus has three computer labs (general computer applications and criminal justice programs); seven lecture rooms for general education and criminal justice programs. There is also a Criminal Justice lab/ mock courtroom, which is outfitted with a court bench. In addition, there is a small student commons area, Learning Commons with electronic access and a few administrative offices for visiting faculty and the assigned administrator.
15. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the campus addition?
The campus addition is located in a complex of industrial office space with 9,947 square feet of class and administrative space. The eleven rooms consist of three computer labs (general computer applications and criminal justice programs); seven lecture rooms for general education and criminal justice programs. There is also a Criminal Justice lab/ mock courtroom, which is outfitted with a court bench. In addition, there is a small student commons area, Learning Commons with electronic access and a few administrative offices for visiting faculty and the assigned administrator.
16. Cite evidence that the campus addition is authorized to operate by the state.
The campus addition provided a copy of license to operate within the state of California.
17. Cite evidence that the physical facility is in compliance with local fire, safety, and health codes. (certificate of occupancy, fire inspection, etc.)
The campus addition has provided all required physical facility compliance records, with the exception of the fire inspection certificate. Therefore, the campus addition is currently out of compliance with

Section 3-1-602.

(Section 3-1-602): The campus addition located at 2890 Inland Empire Blvd, Ontario, CA did not have evidence on file to show that they are in current compliance with fire safety regulations. An email from the Perera Construction & Design, Inc. Company, who is the building property owner, confirmed that a safety inspection is scheduled for the building on Friday, June 20th.

18. Describe how the campus addition is referenced in all advertising, including the catalog for the main or additional location.
Currently the campus addition is not referenced in the catalog. This is not a campus that a student would attend, but rather a location used for additional space for a number of courses.
19. Describe any additional observations about this campus addition that would be informative.
Westwood College, Inland Empire at one point had over 1300 students enrolled and utilizes the campus addition to house one of the largest programs, the Criminal Justice program. At this point the campus addition did employ it is only faculty, administrative staff and provided some student services on-site. Currently, the campus addition merely serves as overflow space to the additional location, does not have its own employees, and relies on the additional location for all student services. The purpose and use of the campus addition is ever changing based on the overall student enrollment, and the needs and constraints of the additional location.

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 3-1-602	The campus was unable to provide evidence on file of compliance with local and state laws governing the facilities fire safety requirements. (pages 25 and 87).

RECOMMENDATIONS:**Medical Insurance Coding and Billing:**

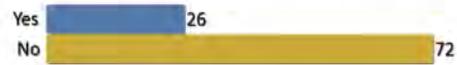
The team recommends that the campus encourage and promote the importance of obtaining coding certification for those students interested in pursuing medical coding as a career path. Securing certification will serve to bolster student marketability and potentially produce positive benefits for student placement.

Healthcare Office Administration:

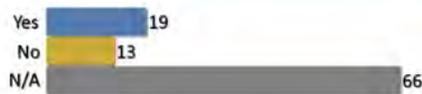
The team recommends that the campus consider adding an internship component to the Healthcare Office Administration programs. The students of this program should be exposed to the practical learning opportunities that their counterparts in the Medical Assisting and Medical Insurance and Coding and Billing programs. Additionally, the externship will allow student's exposure to potential employers.

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.





REEVALUATION VISIT

WESTWOOD COLLEGE - INLAND EMPIRE

**20 West 7th Street
Upland, CA 91786
ACICS ID Code: 00027071**

Ms. Tina Miller, Campus President (tinamiller@westwood.edu)
27071@westwood.edu

CAMPUS ADDITION

**2890 Inland Empire Blvd.
Ontario, CA 91674
ACICS ID Code: 00027074**

MAIN CAMPUS

**Westwood College – Denver North
Denver, CO
ACICS ID Code: 00027062**

June 9 – 10, 2014

Mercedes Alafriz	Chair	DOE Solutions	Phoenix, AZ
Kathryn Sellers	Student-Relations Specialist	Everest Online	St. Augustine, FL
Andrea Olson	Educational Activities Specialist	Globe University/ Minnesota School of Business	Aitkin, MN
Adriene Hobody	Business Administration Specialist	Immaculata University	Philadelphia, PA
Charles Saunders	CAD/Construction/Electronics Technology Specialist	Virginia College	Owens Cross Roads, AL
Alex Yarbrough	Criminal Justice/Paralegal Specialist	Virginia College	Chelsea, AL
Gine Thomes-Cotter, Ed. D.	Graphic Design Specialist	Retired	Phoenix, AZ
Kristal Bushong	Health Information Specialist	American National University	Salem, VA

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

Alicia Ryan	Healthcare Office Administration Specialist	Retired Allied Health Chair	Cincinnati, OH
Lisa Bynoe	Medical Specialist	Argosy University	Charlotte, NC
Kimberly Morrison	Interior Design Specialist	Art Institute of York Pennsylvania	York, PA
Eli Hoehn	Information Technology Specialist		Saint Peter, MN
Emily Jacobs	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
WESTWOOD COLLEGE-INLAND EMPIRE
UPLAND, CALIFORNIA**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Bachelor of Science	Bachelor's	Business Administration: Major in Accounting	1820	180	5/0	100%	N/A	100%	N/A
Bachelor of Science	Bachelor's	Business Administration: Major in Healthcare Management	1820	180	9/0	84%	40%	63%	100%
Bachelor of Science	Bachelor's	Business Administration: Major in Management	1820	180	29/9	72%	91%	73%	100%
Bachelor of Science	Bachelor's	Business Administration: Major in Marketing Management	1820	180	10/3	81%	86%	71%	75%
Associate of Science	Academic Associates	Business Administration	910	90	67/5	74%	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Construction Management	1945	180	7/6	96%	67%	75%	92%
Associate of Science	Academic Associate's	Construction Management	965	90	18/5	70%	N/A	80%	N/A
Bachelor's of Science	Bachelor's	Graphic Design: Major in Animation	2330	180	5/2	76%	0%	73%	50%
Bachelor of Science	Bachelor's	Graphic Design: Major in Game Art	2325	180	12/4	70%	27%	73%	27%
Bachelor of Science	Bachelor's	Graphic Design: Major in Visual Communications	2305	180	10/3	82%	89%	77%	75%
Associate of Science	Academic Associate's	Graphic Design	1205	90	39/5	67%	80%	67%	67%
Bachelor of Science	Bachelor's	Interior Design	2330	180	3/3	76%	58%	77%	71%
Associate of	Academic	Computer Aided	1205	90	25/6	85%	N/A	100%	N/A

Science	Associate's	Design/Architectural Drafting							
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1820	180	103/29	79%	72%	74%	64%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Investigations	1820	180	6	78%	N/A	100%	N/A
Associate of Science	Academic Associate's	Criminal Justice	910	180	132/11	71%	50%	95%	N/A
Associate of Science	Academic Associate's	Paralegal	925	90	17/2	85%	70%	74%	62%
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in Network Management	2350	180	39/8	85%	65%	78%	82%
Bachelor of Science	Bachelor's	Software Development: Major in Game Software Development	2145	180	0/1	87%	15%	90%	55%
Associate of Science	Academic Associate's	Information Technologies	1225	90	4/19	70%	0%	67%	N/A
Associate of Occupational Studies	Occupational Associate's	Information Technology	1415	91.5	51/13	N/A	N/A	N/A	N/A
Associate of Occupational Studies	Occupational Associate's	Electronics Technology	1315	90.5	4/2	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Health Information Technology	1270	103.5	17/1	N/A	N/A	N/A	N/A
Diploma	Diploma	Medical Assisting	955	69.5	74/7	95%	25%	100%	N/A
Associate of Science	Academic Associate's	Medical Assisting	1180	92	8/4	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Medical Insurance Coding and Billing	1080	90	10/3	78%	N/A	N/A	N/A
Associate of Science	Academic Associate's	Healthcare Office Administration	945	90	6/0	82%	N/A	N/A	N/A

**TOTAL
ENROLLMENT**

861 70.8% 65%

INTRODUCTION

The history of Westwood College began in 1953 in Denver Colorado. At that time, it was called the Radio and Television Repair Institute. In 1958, the electronics curriculum was expanded to meet the growing demands of the industry and the name of the college was changed to the National Electronics Institute (NEI). In 1974, the Denver Institute of Technology, Inc. (DIT) acquired ownership of the college and began to expand the curriculum to meet the needs of a growing technology society. In November 1997, DIT officially became Westwood College of Technology. In 2004, due to expansion in programs offered, Westwood College of Technology became Westwood College. Westwood College – Denver North opened its third California campus in May 2001. The additional location is in the Inland Empire (LAI) in the city of Upland. More than 50 percent of students enrolled in the college are from minority populations.

The College offers the following programs:

- Diploma in Medical Assisting
- Occupational Associate's in Information Technology and Electronic Technology
- Academic Associate's in Business Administration, Construction Management, Graphic Design, Computer Aided Design/Architectural Drafting, Criminal Justice, Paralegal, Information Technologies, Health Information Technology, Medical Insurance Coding and Billing and Healthcare Office Administration
- Bachelor's in Business Administration with a major in Accounting, Healthcare Management, Management, Marketing Management, Construction Management, Graphic Design- major in Animation, Game Art, and Visual Communications
- Bachelor's in Interior Design
- Bachelor's in Criminal Justice with a major in Administration and Investigations

The Bachelor's degree in Software Development: Major in Game Software Development had one student enrolled in the program. Due to the one enrollment, the program was not reviewed and no report was completed.

REPORT QUESTIONS

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 2014 Westwood College catalog #6636 Volume 5 – 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 defines and assesses student learning outcomes using the following data to demonstrate that student learning has occurred.

- Academic benchmarks for each program to ascertain student comprehension of the theoretical concepts and practical applications.
- Measurement tools such as key graded assignments (kgas), quizzes, tests, midterm exams, and final exams.
- Satisfactory completion and demonstration of practical hands-on labs and projects are used to determine the level of student comprehension.
- Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects, and examinations.
- Faculty Course Evaluations (FCEs) are administered each term in each class to aid in the evaluation of instructional procedures.
- Regularly scheduled and unannounced classroom visits by the program chairs, dean, and assistant dean, provide information to evaluate and improved processes.

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.

At the Inland Empire campus, the entire campus owns retention. All faculty and staff are encouraged to contribute positively to the retention and engagement efforts.

The school offers a number of services and benefits to help a student find value in his or her experience at Westwood College and remain in school despite numerous pressures to withdraw. Some of the services and benefits that the College offers are:

- Information on community resources that may help a student with financial, day care, transportation and other problems
- An open door policy to encourage early detection and confrontation with potential losses
- Provides on-campus academic assistance
- Mentors for high risk students
- A proactive system of attendance monitoring and improvement
- Flexible scheduling options to accommodate individual needs
- A variety of social activities to make the school a welcoming place to be

The College also addresses the early intervention for at-risk students (i.e., poor attendance, poor grades, and personal problems). Student Success Meetings (SSM) allows the campus to identify student's attendance issues.

The career services department, shares graduate employment data with the academic affairs department at each 150-day benchmark in support of student learning and assessment. The campus leadership team regularly reviews employment rates, feedback from graduate and employer surveys for each program, to research the causes for varying rates, and to look at potential changes to admissions, curriculum, and support services to student.

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. Tina Miller, is responsible for implementing and monitoring the Campus Effectiveness Plan. Ms. Miller joined Westwood College in July 2004 as the career services director of the Anaheim campus. In August 2007, Ms. Miller relocated to the Inland Empire campus in the role of campus vice president. In June 2009, she became campus president. Ms. Miller holds a master's degree in business administration from the University of Phoenix and a bachelor's degree in liberal studies from

University of California Riverside and has more than eight-year's experience in the proprietary school industry.

Ms. Miller is assisted in implementing and monitoring the CEP with the a committee comprised of the campus assistant dean, registrar, program chairs, director of admissions, director of finance, director of student support and director of career services. During the year, the plan is reviewed for appropriateness. If required, the management team agrees on revisions or amendments.

- 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? 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. Tina Miller, the campus president, is responsible for the financial oversight of the campus. As previously noted, Ms. Miller joined Westwood College in July 2004 as the career services director of the Anaheim campus. In August 2007, Ms. Miller relocated to the Inland Empire campus in the role of campus vice president. In June 2009, she became campus president. Ms. Miller holds a master's degree in business administration from the University of Phoenix and a bachelor's degree in liberal studies from University of California Riverside and has more than eight years' experience in the proprietary school industry.

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?

As previously noted, Ms. Tina Miller is the campus president. Ms. Miller joined Westwood College in July 2004 as the career services director of the Anaheim campus. In August 2007, Ms. Miller relocated to the Inland Empire campus in the role of campus vice president. In June 2009, she became campus president. Ms. Miller holds a master's degree in business administration from the University of Phoenix and a bachelor's degree in liberal studies from University of California Riverside and has more than eight-year's experience in the proprietary school industry.

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 FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

During the evaluation of Westwood Inland Empire campus, the team reviewed 50 student files classified on the 2012-2013 CAR as either drops, graduates, re-entries, new starts, or continuing enrollment. Of

these files, five were students who were on academic warning status, including one that had been dismissed. Student account ledger cards were reviewed for each of the 50 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
- (d)
 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. Alma Salazar, director of admissions, is responsible for the oversight of student recruitment at the campus. Ms. Salazar has a master's degree in business administration from Westwood College Online in Denver, Colorado and a bachelor's degree in organizational management from Biloa University in La Mirada, California. Ms. Salazar has worked in higher education since 1991 serving in many capacities including financial aid, career services and admissions.
- 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 based upon student file review, staff and student interviews and overall review of materials covered during the enrollment process. Initial applicants are interviewed by an admissions representative and provided information on program offerings through a detailed presentation created by Westwood. During the presentation, which is timed and recorded, admissions advisors review a slide presentation covering relevant aspects of the program to help the student make an informed decision. The director of admissions conducts both phone call and interview session observations. The corporate office contracts with a third party, "Mystery Shopper" to serve as a check on admissions practices at their campuses. This campus has approximately 5-10 visits per year and have always 'passed' the test. As a result of the experience one mystery shopper returned a year later, enrolled and subsequently graduated from a program.

- 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

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 75-80 of the current academic 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. Connie Kuang, registrar, is responsible for the administration of satisfactory academic progress. Ms. Kuang holds a master's degree in educational administration leadership from California State University, Los Angeles and a bachelor's degree in economics from University of California, Irvine. She has been affiliated with higher education working as a registrar since 1996.
- 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. Audri Williams, director of student finance, is responsible for administering student financial aid. Ms. Williams has worked in higher education since 2005 as a student financial aid advisor, assistant director and in her current position as director since 2013. Ms. Williams has received a proprietary certification from and is an active member of the California Association of Student Financial Aid Administrators (CASFAA).

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. Williams stays current with regulation and policy changes in financial aid by attending workshops and conferences hosted both by professional organizations and the corporate office. She is also a member of the California Association of Student Financial Aid Administrators and the Western Association of Veterans Education Specialists (as noted above).
- 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 support department provides a variety of services to assist students in addressing problems that may keep them from succeeding. The student support department assists students with transportation by providing information on bus routes and coordinating car pools. For students who have personal problems, the campus refers them to non-profit or low cost agencies in the community for professional help. The campus has a full-time tutoring coordinator who works with all students in need of extra assistance by connecting them with a faculty member.
- 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. Eric McDanel, director of career services, is responsible for the oversight of counseling students on employment opportunities. Mr. McDanel has a master's degree in higher education from California State University, Fullerton. He has worked in higher education since 2009 as coordinator of student life, career development and in his current position since July 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
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 1040
 The ending enrollment reported on the previous year's CAR is 1040
- 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 ensures students are advised of the their student loan repayment obligations during an entrance counseling session. All students are required to attend this initial meeting and, before graduation, students attend a mandatory graduation workshop where they are again reminded of their obligations.
- 4.67 Describe the extracurricular activities of the campus (if applicable).
 The campus offers many extracurricular activities for students including ice-cream socials and blood drives. Students participate in both basketball and softball community leagues and each program has a club specific group to promote careers.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
 Yes No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
 Dr. Luka Mbewe, academic dean since 2006, oversees all educational activities. He holds a doctoral degree in educational leadership from Argosy University; a master's degree in education from California State University-San Bernardino; and a bachelor's degree in electronic engineering from Northrop University in California. He joined Westwood in 2005 as the assistant dean and has over 24 years of experience in private post-secondary education. Dr. Mbewe is supported in the oversight of academics by an assistant dean and seven program chairs.
- 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 administrators to have sufficient authority and responsibility for program development and management evidenced by the following: signed job descriptions; administrator and faculty meeting minutes; observed interaction among administrators, faculty, and staff; and interviews while on-site. A systematic process is in place for program chairs in collaboration with the dean to oversee faculty recruiting, classroom management, and curricula development and revision.

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 following provisions are made for individual difference among students: flexible scheduling for day and evening classes; lab-and project-based learning strategies; acknowledgement of the adult and diverse socio-economic population of its learners; and willingness of faculty and administrators to devote time outside of scheduled class hours to individual student concerns and advising. Classroom observations and interviews with students, faculty, and administrators evidence these practices.

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

Faculty have direct access to Westwood corporate personnel who manage curricula for all campuses through MyPATH, an online portal. Faculty stated requests are acknowledged and action is taken based on their recommendations. A campus curriculum committee holds regularly scheduled meetings which are attended by faculty and administrators, and informal discussions are held daily among faculty, chairs, and staff. All formal and informal recommendations provide action items for revision at the campus level if they do not impact the core curricula or are forwarded to the corporate office for consideration and approval if the revisions will impact core curricula and require modifications to the syllabi or programs.

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?
 A schedule of annual training sessions; materials from previously held sessions; participant lists; and documentation in faculty files evidence a systematic program of in-service training for part- and full-time faculty.
- 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 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

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

COMMENDATIONS:

The "open door" policy practiced by Dr. Mbewe, academic dean, cultivates a welcoming and supportive environment for students, faculty, and administrators evidenced by the dialogue among all campus personnel.

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).

Westwood College – Inland Empire campus is located at 20 West 7th Avenue in Upland, CA, the main location is made up of 24 classrooms within a total space of 34,142 square feet. Classrooms consist of the following:

- 17 computer labs (IT, CAD, Interior Design, Medical Coding and general computer applications)
- 4 lecture rooms (all programs)
- Interior Design Resource Room
- Two combined rooms for Medical Assisting lab and lecture room

In addition to classroom space there is a large, centrally located student commons area on the second floor and a Learning Commons (library) on the first floor. The student commons area provides ample seating, as well as vending machines, microwaves, and a flat screen television. The Learning Commons has two private study rooms and a dozen computers that have access to electronic library subscriptions. Also included is administrative office space for Admissions, Student Support, Student Finance, Career Services, Education and Executive Administration throughout the campus.

The parking lot on the premises offers a total of 222 parking stalls for staff, faculty and visitors. This number does not include the additional parking stalls that are committed to the neighboring animal clinic, who also shares the land parcel. Private security is contracted to patrol the parking areas during school days from 7:00 AM until closing at 11:00 PM. Two guards are stationed in the evening for better coverage during low visibility.

The campus is within one mile of the Metrolink train station in Upland, and adjacent to several public bus lines that run north and south on main street Euclid. The college is situated right next to the Interstate 10 freeway and Euclid, accessible to commuters.

The additional location for overflow classes is located at 2890 Inland Empire Blvd in Ontario. This campus is approximately 4 miles from the Upland location, also off the Interstate 10 and Archibald. The additional location resides in a complex of industrial office space with 9947 square feet of class and administrative space. The eleven rooms consist of the following:

- Three computer labs (general computer application and criminal justice programs)
- Seven lecture rooms for general education and criminal justice programs

There is also a Criminal Justice lab/mock courtroom which is outfitted with a court bench. This location also offers a small student commons area, Learning Commons with electronic access, and a few administrative offices for visiting faculty and the assigned administrator. There are 85 parking stalls available in front and around the building. Private security is available during school hours when classes

are scheduled (varies term to term but about 2-3 days a week). Several public bus lines ride down Inland Empire Blvd and the adjacent Archibald Avenue.

6.02 Does the campus utilize any additional space locations?

Yes No

If *Yes*, list the name and address of each location.

The additional space is approximately four miles from the Upland campus and is located at 2890 Inland Empire Blvd. Ontario, CA.

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

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

(Section 3-1-602): The campus located at 20 West 7th Street in Upland, CA did not have evidence on file to show that they are in current compliance with fire safety regulations. A fire safety inspection was conducted on May 23, 2014. The campus provided a copy of the results of the inspection. A number of deficiencies and the necessary corrective actions were listed in order for the campus to meet fire safety regulations.

The campus was also not able to provide evidence to show that the additional space, located at 2890 Inland Empire Blvd. Ontario, CA is in compliance with fire safety regulations. A copy of an email from the building property manager noted that the fire inspection is scheduled for Friday June 20, 2014.

7. PUBLICATIONS

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

The catalog used during the evaluation was the Westwood College 2014 Academic catalog.

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.)?

Westwood College, Inland Empire Campus advertises by printed publications, TV and radio advertisement 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?

Westwood College distributes the Student Right-to-Know and Campus Security Report to prospective students, current students and employees upon request. Print copies of all materials are available upon request. The materials are housed at the office of student support, admissions, the executive assistant and the registrars' office. The following information is made available to the students: transfer of credit; student body diversity; Family Education Rights and Privacy Act (FERPA), general institutional information, graduate employment rates/ performance fact sheet, completion/graduation rates, Campus Safety and Security, Drug and Alcohol Abuse Policy and Prevention Plan, Financial Assistance, Student Code of Conduct, Sexual Harassment Policy and Sexual Assault Prevention Plan, Copyright Infringement, Graduate Statistics Disclosure, Employment Positions Available to Graduates, and Salary Disclosure Information.

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

The information is published on the Westwood College website at www.westwood.edu/student-services/right-to-know. All information provided is linked through this webpage. Information is routinely updated as the most recent annual rates and data becomes available.

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 campus librarian, Ms. Phoebe Magallanes, utilizes the following activities to develop continuous assessment strategies: collaboration with faculty, chairs, and administrators to review and select program resources, and with the Westwood system administrator to review the campus technology transfer plan and acquisitions; and consultation with professional review sources, association websites, and program advisory committee members to review the currency of 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 fiscal year's library budget, October 1, 2013 through September 30, 2014, is \$40,265.

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, 70 percent of the budget has been spent with expenditures allocated as follows: 50 percent on database subscriptions; 28 percent on print-copy collections; 17 percent on periodicals; and 5 percent on 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 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 faculty inspire usage of the resources by introducing students to evidence-based analysis; motivate students by requiring research assignments and projects; and direct students by having them complete a strategies for success course that includes an orientation to the library resources.

Are these methods appropriate?

Yes No

- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
 Yes No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
 Yes No Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.
 The following full-text online collections are available to students and faculty through MyPATH, the Westwood campus portal: Britannica Online; EBSCOhost; LexisNexis Academic; Westlaw; STAT!; ProQuest Central; lynda.com; and Films on Demand.
- 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. Magallanes is the on-site librarian. She holds a master's degree in library and information science from San Jose State University, a bachelor's degree in health science from California State University-Fullerton, and an associate's degree in biological sciences from Citrus College in California. She has been employed full-time since 2011 with 90 percent of her responsibilities allocated to the library and 10 percent to teaching. The library is open Monday through Thursday 7 a.m. to 10 p.m., Friday 7 a.m. to 8 p.m., and Saturday 9 a.m. to 1 p.m. When Ms. Magallanes is not on duty, a student worker, who has been adequately trained, staffs the library.
- 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

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

COMMENDATIONS:

The campus library provides comprehensive physical and electronic holdings with resources for curriculum ranging from technical to general education to creative disciplines.

9. PROGRAM EVALUATION

Academic Associate's degree in Health Information Technology

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. Velda Hunter is the program chair for the health information technology (HIT) program. She holds a bachelor's degree in technical management and an associate's degree in health information technology both from DeVry University, Pomona, California. She is a Registered Health Information Technologist (RHIT) through the American Health Information Management Association (AHIMA), which is current through 2016. Ms. Hunter also comes to the position with several years' experience in the field as a health information management supervisor and analyst.

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)

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

Note:

The requirements for retention and placement are not applicable as there are not graduates at this time. The first graduates are expected in May 2015.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
The HIT program utilizes several different community resources to enrich their curriculum. Although the program is fairly new, they have already brought in physicians as guest speakers regarding new changes in electronic health records management. There is a programmatic advisory committee (PAC) comprised of local health information management specialists such as HIT directors, office managers, billers and coders, HIT consultants, and previous HIT graduates from other local institutions; allowing for real world application to classroom curriculum.
- 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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 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)
- 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 (*Skip to question 9.24*)

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.

During the visit, the team evaluated and reviewed assignments. The class is in the second week of the term and; therefore, only week one assignments were available for review. Assignments were documented, labeled, and kept on the institutions' Westwood blackboard system. The students are also able to access the portal for review of assignments and grading scores at any time.

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

- 9.28 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

- 9.29 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

COMMENDATIONS:

The team would like to give special acknowledgement to the HIT instructor, Ms. Tracie Montgomery, for her dedication to her students, institution, and commitment to higher learning. Her thoroughness to instruction, assignments, and passion for the subject material and the students is to be commended. Although the program is new, there has been dedication to bringing the program out of the gate running full speed and stands to the commitment the institution has to the training of their graduates for employment to the field, professionally and academically. The positive feedback from students supported these statements.

9. PROGRAM EVALUATION

Academic Associate's degree in Construction Management

Bachelor's degree in Construction Management

Academic Associate's degree in Computer Aided Design/Architectural Drafting

Occupational Associate's degree in Electronic Technology

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. Octavio Echeverria is the program chair for the School of Technology, which includes the occupational associate's degree in electronics technology (AOSET) program. Mr. Echeverria holds a master's degree of information assurance from Norwich University in Northfield, Vermont; a bachelor's degree in business management from the University of Phoenix in Ontario, California; and an academic associate's/certificate in computer technology from Los Angeles Community College in Los Angeles, California.

Mr. Scott Russell is the program chair of the School of Design which includes the academic associate's degree in computer aided design/architectural drafting program. Mr. Russell holds a master's degree in fine arts (film and television) from the Chapman University in Orange, California, and a bachelor's degree in English from the University of California-Berkley, California.

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 programs utilize an advisory board made up of representatives of companies doing business in the Inland Empire Area of California, as well as, graduates of Westwood College. The Team was provided minutes/sign-in sheets of numerous guest speakers. Other activities such as a visit construction sites and local companies doing business in the related fields were well documented.

- 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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 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?

Occupational Associate's degree in Electronics Engineering: N/A

Academic Associate's degree program in CADD/Architectural Drafting: N/A

Academic Associate's degree program in Construction Management: N/A

Bachelor's Degree program in Construction Management: 2

How many calls to employers or graduates were successful?

Occupational Associate's degree in Electronics Engineering: N/A

Academic Associate's degree program in CADD/Architectural Drafting: N/A

Academic Associate's degree program in Construction Management: N/A

Bachelor's Degree program in Construction 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.

Occupational Associate's degree in Electronics Engineering: N/A

Academic Associate's degree program in CADD/Architectural Drafting: N/A

Academic Associate's degree program in Construction Management: N/A

Bachelor's Degree program in Construction Management: 2

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 (*Skip to question 9.24*)

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.

The Team reviewed existing homework documents confirming the grading as representative of the requirements identified on the syllabi and in the Westwood College catalog.

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

- 9.28 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

- 9.29 Are teaching loads reasonable?
 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?
 (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 student teacher ratio in the academic associate's construction management program is 1:8.

The student teacher ratio in the bachelor's construction management program is 1:7.

The student teacher ratio in the academic associate's computer aided design program is 1:6.

The student teacher ratio in the occupational associate's degree in electronic technology program is 1:14.

- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.33 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
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.35 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)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 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:

The Team found the programs were well-conceived, directed, and taught.

COMMENDATIONS:

This is a well run campus with competent, caring faculty, administration and staff who are all dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Academic Associate's degree in Criminal Justice

Academic Associate's degree in Paralegal

Bachelor's degree in Criminal Justice: Major in Administration

Bachelor's degree in Criminal Justice: Major in Investigations

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. Bernard Alex is the program chair for School of Justice. Mr. Alex holds a master's degree in in public administration from California State University, Dominguez Hills, California and a bachelor's degree in sociology from the University of Southern California in Los Angeles, California. He has been in his current position at the campus since 2012. He has been in the field for over 20 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 team found documentation of Program Advisory Committee (PAC) meeting minutes for the School of Justice.
- The team found documentation of the following field trips: Museum of Death, Los Angeles County Probation Department and Baldwin Park Police Department.
- The team found documentation of the following guest speakers: Mr. Bill Park- Los Angeles Police Department; Ms. Carolina Zavala - Los Angeles Police Department; Mr. William Pattillo – Salinas Valley Detention Center; Ms. Maggie Harris – court-appointed special advocate; and Mr. Julio Perez – Rape Crisis Center.
- 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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No

- 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:

Academic Associate's degree in Paralegal – 1

Academic Associate's degree in Criminal Justice – 8

Bachelor's degree in Criminal Justice: major in administration - 2

How many calls to employers or graduates were successful?

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

Academic Associate's degree in Paralegal – 1

Academic Associate's degree in Criminal Justice – 8

Bachelor's degree in Criminal Justice: major in administration - 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

- 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 (*Skip to question 9.24*)
- 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.

The team found documentation of graded homework recorded in the grade book and given weight.

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

9.28 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

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 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

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

FOR BACHELOR'S DEGREES ONLY

- 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

9. PROGRAM EVALUATION

Bachelor's in degree Business Administration: Major in Healthcare 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?

Mr. Adeyinka Animashun is the program chair for the school of business. This department contains four other business related programs, along with the business administration healthcare management program and construction management. Mr. Animashaun holds two master's degrees: a master's of business administration and master's in organizational leadership from National University in LaJolla, California. Mr. Animashun has holds a bachelor's degree in business administration from Yaba College of Technology in Nigeria with the credit analysis completed and confirmed from the World Education Services International Credential Advantage Package (WES ICAP).

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)

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:

At this time there are nine students currently enrolled in the program, therefore, no improvement plan is required.

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

The community resources offered to enrich the program included field trips, guest speakers, and program advisory meetings. The community resource activities included field trips that taught students how to deal with stress management in the workplace by visiting the American Career College of Massage Therapy. The students also visited the San Bernardino Department of Public Health and Loma Linda University Medical Center to observe how various health services are performed in the public health department and the health care industry. Guest speaker presentations from Merck Pharmaceuticals, Immuno Diagnostics, and Kaiser Permanente discussed management roles in health care, career management, and creating opportunity. The Program also has an advisory board that included the whole

business program department. During the meeting, a breakout session was exclusive to the health management segment of the business administration program.

- 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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 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?

Bachelor's Degree program in Business Administration Healthcare Management: 1

How many calls to employers or graduates were successful?

Bachelor's Degree program in Business Administration Healthcare Management: 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.

One call where contact was made confirmed employment of the graduate as reported on the 2013 CAR. The team made verbal contact and confirmation via a telephone call with the graduate at the place of employment.

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 (Skip to question 9.24)

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

- 9.28 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

- 9.29 Are teaching loads reasonable?
 Yes No

FOR BACHELOR'S DEGREES ONLY

- 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

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 Game Art

Bachelor's degree in Graphic Design: Major in Visual Communication

FOR ALL PROGRAMS

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Mr. Scott Russell is the program chair for the School of Design which includes the graphic design programs. He has held this position since July 2013. Mr. Russell has a master's degree in film and television from Chapman University in Orange, California, and a bachelor's from the University of California-Berkeley. Mr. Russell also holds certificates from the Broadcast Educators' Association (BEA) and the Independent Game Developers' Association (IGDA). Prior to his current position, he was the associate dean/program chair for media arts at Mt. Sierra College, the creative director/senior editor for the Fox Kids Network, the creative director for Peter Green Designs, a producer at Sirena Studios, and the creative director for Caliber Marketing. In his various positions, Mr. Russell has produced award-winning films that have been viewed at film festivals and on national television networks. His latest film, Exquisite Corpse, is currently in distribution through VMI Worldwide.
- 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)

The bachelor's program in Graphic Design: Major in Game Art has a placement rate of 27%. The other three programs are in compliance for placement.

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 Graphic Design programs have utilized the following to enrich student involvement: a field trip to the Claremont Graduate University Gallery to view the fine art component of that campus' master of fine arts program which gave the students an opportunity to experience and develop on-location photography skills; membership in Alpha Beta Kappa National Honor Society--where Graphic Design students were among the founding members; participation in college blood drives and World Health Day; participation in YMCA- and Westwood-organized sports teams; sponsorship of children at Christmas through Steven's Hope for Children; attendance at relevant conferences such as SIGGRAPH and the Game Developers' Conference (GDC); and participation at meetings of the program advisory committee to

discuss curricula needs and modifications. Program students may also join the International Game Developers' Association (IGDA) through the Orange County chapter and the American Institute of Graphic Arts (AIGA) through a local chapter.

- 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
- 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
- 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 graduates for the various programs:

Academic Associate's degree program in Graphic Design: 4

Bachelor's degree program in Graphic Design: Major in Animation: No graduates

Bachelor's degree program in Graphic Design: Major in Game Art: 3

Bachelor's degree program in Graphic Design: Major in Visual Communications: 3

How many calls to employers or graduates were successful?

The following number of calls was made to graduates for the various programs:

Academic Associate's degree program in Graphic Design: 4

Bachelor's Degree program in Graphic Design: Major in Animation: No graduates

Bachelor's degree program in Graphic Design: Major in Game Art: 3

Bachelor's degree program in Graphic Design: Major in Visual Communications: 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.

All successful contacts confirmed 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)

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

Various digital assignments were reviewed; each assignment had attached notes and/or rubrics that defined the areas of concern and gave the appropriate grades.

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

9.28 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

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 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

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

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

Yes No

9.40 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)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

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

COMMENDATIONS:

The campus has a bright, inviting environment that stimulates student involvement in both their programs and extra-curricular activities. Of particular interest are the many framed and displayed pieces of student work demonstrating the skills taught in the various programs. These displays invite further study by persons attending or passing through the buildings.

9. PROGRAM EVALUATION**Bachelor's degree in Interior Design****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. Scott Russell is the program chair for the School of Design which includes the graphic design programs. He has held this position since July 2013. Mr. Russell has a master's degree in film and television from Chapman University in Orange, California, and a bachelor's from the University of California-Berkeley. Mr. Russell also holds certificates from the Broadcast Educators' Association (BEA) and the Independent Game Developers' Association (IGDA). Prior to his current position, he was the associate dean/program chair for media arts at Mt. Sierra College, the creative director/senior editor for the Fox Kids Network, the creative director for Peter Green Designs, a producer at Sirena Studios, and the creative director for Caliber Marketing. In his various positions, Mr. Russell has produced award-winning films that have been viewed at film festivals and on national television networks. His latest film, Exquisite Corpse, is currently in distribution through VMI Worldwide. The interior design major is located within the design department.

- 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)

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).
 In 2013, a guest speaker was engaged from California Coalition of Interior Design Certification to discuss the current legislation in place regarding the profession of interior design in the state of California. Students were made aware of the qualification requirements and how their education fits into that role for future certification. Students commented on a recent field trip to a completed green building project - Frontier Project.
- 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*)

- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 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 were seven calls attempted to verify employment in the Bachelor's degree Interior Design program.

How many calls to employers or graduates were successful?

There were seven successful calls to verify employment of graduates in the Bachelor's degree in Interior Design program.

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 were contact was made confirmed employment of 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 (*Skip to question 9.24*)

- 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.

Review of homework assignments with grades and comments confirmed out-of-class work is recorded appropriately.

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

- 9.28 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

- 9.29 Are teaching loads reasonable?
 Yes No

FOR BACHELOR'S DEGREES ONLY

- 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

9. PROGRAM EVALUATION

Diploma in Medical Assisting

Academic Associate's degree in Medical Assisting

Academic Associate's degree in Medical Insurance Coding and Billing

Academic Associate's degree in Healthcare Office 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. Christina Guzman is the school of healthcare program chair for the Westwood College Upland, California location and is assigned to administer the academic programs of diploma and associate's in medical assisting, associate's in medical insurance coding and billing and the associates in health office administration at the campus. Ms. Guzman has held this position since June 2012. Academically, Ms. Guzman holds a diploma in medical assisting from Concorde Career College of San Bernardino, California; a bachelor's degree in business administration from Kaplan College (online); and is currently pursuing a bachelor's degree in nursing from Mount Saint Mary's College with an expected date of graduation of December 2014. Experientially, Ms. Guzman is a Registered Medical Assistant (RMA) with American Medical Technologists (AMT) and Certified Clinical Medical Assistant (CCMA) with National Health Career Association (NHCA) and remains a member in good standing with both organizations. Furthermore, Ms. Guzman has over five years of related experience, primarily clinical, working with various local healthcare entities.

To support Ms. Guzman with subject matter and curriculum related expertise of the medical insurance coding and billing and the healthcare office administration programs, the campus has appointed Ms. Jessica Juarez-Gonzalez as lead instructor in March 2013 for the aforementioned programs. Ms. Juarez-Gonzalez earned an associate's degree in healthcare administration from the University of Phoenix

(Online) and is pursuing a bachelor's degree in healthcare administration with a concentration in health information technology with an expected September 2014 date of completion. Ms. Juarez-Gonzalez is also a Certified Medical Assistant (CMA) and a Certified Postsecondary Instructor with the National Center for Competency Testing (NCCT). Ms. Juarez-Gonzalez's academic background is coupled with over 30 years' experience, including clinical, administrative, billing and coding and managerial experience with various local healthcare entities. Ms. Juarez-Gonzalez has also taught on the post-secondary level for over five 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).

Through interviews with faculty, students and materials available for review the team has been able to confirm the medical insurance coding and billing, the medical assisting and the healthcare office administration programs of the Upland, California campus of Westwood College aptly utilizes community resources to enrich its school of Healthcare programs. The programs hold annual program advisory committee meetings to solicit program related feedback from practicing industry professionals. Additionally, industry professionals and graduates are invited as guest speakers to address the students. Graduate, David Loera returned to speak with current medical assisting students and shared "Tips on Success" in the real world as a medical assistant. Additionally, graduate Ignacio Vielma returned to speak with students of the medical insurance coding and billing and the healthcare office administration programs about working as a medical biller with Quality First Medical Billing.

In August 2013, the students of the school of Healthcare visited a live taping of the hit ABC show The Doctor's where students had the opportunity to learn of current trends in the healthcare field. Embedded in the curriculum of the medical assisting and medical insurance coding and billing programs are externship components consisting of 180 hours. Through these externships students are afforded the opportunity to gain exposure and practical learning opportunities with local healthcare entities.

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)

Note:

The Health Office Administration program does not include an externship as part of its curriculum.

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

Note:

At the time of the team's visit, no students were currently enrolled in independent studies.

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 team attempted to contact one employer and/or student of the diploma program in Medical Assisting.

How many calls to employers or graduates were successful?

The team was successful in contacting one employer and/or student of the diploma program in Medical Assisting.

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 contact made to the employer and/or student of the diploma program in Medical Assisting was able to confirm employment as reported on the 2013-2014 CAR.

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

Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (Skip to question 9.24)

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.

The team interviewed students, faculty and reviewed course syllabi to verify out-of-class work by students. Provided by both faculty and students for team review was homework assignments submitted that evidenced graded homework that included finished, graded assignments, grading rubrics for projects and group work assignments.

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

9.28 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

9.29 Are teaching loads reasonable?

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?

(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 student/teacher ratio for the diploma program in Medical Assisting for lecture classes is 15:1

The student/teacher ratio for the diploma program Medical Assisting for lab classes is 12:1.

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

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 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

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

GENERAL COMMENTS:

The team's visit evidenced an exceptionally well-run school of Healthcare programs. The team of program chair Christina Guzman and lead faculty Jessica Juarez-Gonzalez presented as highly competent, personable and student-focused. The administration, faculty and staff were found to be caring, well-qualified and supportive of student needs. Students were excited about their ability to successfully obtain post graduation employment in their respective fields.

COMMENDATIONS:

The team commends the campus on positive sentiments shared by both externship sites visited. Both externship sites were highly complementary of the skills, preparedness and professionalism of the Westwood students and eager to extend full time employment at the completion of the externship period.

The team would like to commend the school on its proactive initiative to geographically sensitivity train its students. The campus has created a special three part workshop series entitled "Spanish Medical Terminology". This course is reflective of region's high population of Hispanic patients. Teaching the students to communicate with this specific patient population has proven to be beneficial to the practices served and raised the graduates marketability. One office spoken to would like to have its employees trained under this program. This workshop is offered free of charge.

9. PROGRAM EVALUATION

Academic Associate's degree in Information Technologies

Occupational Associate's degree in Information Technology

Bachelor's degree in Information and Network Technologies: Major in Network 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?
 Mr. Octavio Echeverria is assigned to administer the programs. Mr. Echeverria has served as the program chair of the School of Technology at this campus since 2002. Mr. Echeverria holds an a

master's in information assurance from Norwich University, Northfield, Vermont; a bachelor's of business management from the University of Phoenix, Ontario, California; and an associate's in computer technology from Los Angeles City College. Mr. Echeverria's experiential qualifications include employment as a program manager with Compaq and a program director with Web Vision.

- 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 programs utilize a Program Advisory Committee (PAC) composed of local industry professionals that provide recommendations and feedback on the needs of local industry. Documentation shows the most recent PAC meeting was held on November 4, 2013, where attendees reviewed Westwood College's occupational associate program in information technology. The team also found documentation that a guest speaker spoke to classes on February 20, 2014. On this date, Mr. Aniekan Akpaffiong, an account support manager for the Hewlett Packard company, spoke to students on cloud computing. Finally, the school of technology competes in the Western Regional Collegiate Cyber Defense competition, where Westwood students compete against students of other regional colleges including the University of California, Berkeley and California State Polytechnic University, Pomona, among others.
- 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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
 Yes No
- 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

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

At the time of the visit, two courses used by the School of Technology had inappropriate prerequisites. The course titled ITCS206 Installing and Configuring Windows Server should have had ITCS103 Desktop Operating Systems listed as a prerequisite, but did not. The course titled ITCS222 Linux Systems Administration should have had ITNW115 Network Essentials listed as a prerequisite, but did not. These were appropriately changed during the visit.

- 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?

Bachelor's degree in Information and Network Technologies: 6

How many calls to employers or graduates were successful?

Bachelor's degree in Information and Network Technologies: 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 successful contacts 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 (*Skip to question 9.24*)

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.

Samples of graded student homework for all active courses were provided to team.

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

- 9.28 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

- 9.29 Are teaching loads reasonable?
 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?
 (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 for the occupational associate's degree in information technology is 6:1.

- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.33 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

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

- 9.35 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)

- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

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

Yes No

9.40 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)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

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 generally pleased with their education at Westwood College. Students were particularly complimentary of the faculty in the school of information technology, indicating they felt they were being well trained for careers in the field of information technology.

COMMENDATIONS:

The team would like to commend the school of technology for developing the event called "War Games." This event fosters the learning of network security through a student competition. Students work in teams to protect or attack a model network assembled by instructors. Students who participated in the event were complimentary of the event and were looking forward to participating again in the future. Through this event, students from this Westwood campus were able to field a team to compete in the Western Regional Collegiate Cyber Defense Competition where students came in fourth place in a field of 12 schools that include students from the University of California, Berkeley, and California State Polytechnic University, Pomona.

9. PROGRAM EVALUATION**Academic Associate's degree in Business Administration****Bachelor's degree in Business Management in Marketing Management****Bachelor's degree in Business Administration in Management****Bachelor's degree in Business Administration in Accounting****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. Adeyinka Animashaun is the program chair for the School of Business at Westwood College in Upland California, and has been assigned to administer the Business Administration programs at the campus. He has a bachelor's degree in Business Administration from Yaba College of Technology in Nigeria, a master's degree in Business Administration with a concentration in Healthcare Administration and a masters in Organizational Leadership, both from National University in San Diego, California. Additionally, Mr. Animashaun has been a member of the Inland Empire American Marketing Association since 2010.

Mr. Animashaun began his academic career at Westwood College in 2007 as an adjunct instructor in the School of Business, and in 2008 he began as a full-time instructor and that same year he was recognized by the campus as faculty of the year. Prior to joining Westwood College full-time, Mr. Animashaun worked as banker in Nigeria for twelve years and then in he moved to the United States to begin working in operations management with the Quill Corporation in California.

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)

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 Business Administration and Accounting programs are inclusive of a number of activities that enrich student learning and provide students with opportunities to network with local business leaders and field experts. For example, on January 27, 2014 students enrolled in the Managing Stress and Conflict in the Workplace (MGT200) course attended the Dr. Phil Show at the Paramount Studios to view the taping of a live show and discuss social issues that impact worker productivity. In March 2014, students enrolled in the Introduction to Business (BUSN100) course visited Casa Herrera in Pomona, California to gain insight into the manufacturing industry. The team reviewed sign-in sheets, pictures, release forms, and student reflections to verify these activities.

Additionally, the Business and Accounting program administrators seek curriculum advisement from a seven person advisory board. The team was able to verify the boards' involvement through meeting minutes and faculty interviews. The advisory board meets once or twice per year and includes faculty, administrators, and local business leaders from the Inland Empire area.

- 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*)
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No

- 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?

Associate's degree in Business Administration: N/A

Bachelor's degree in Business Administration in Accounting: N/A

Bachelor's degree in Business Administration in Management: 7

Bachelor's degree in Business Administration in Marketing Management: 12

How many calls to employers or graduates were successful?

Associate's degree in Business Administration: N/A

Bachelor's degree in Business Administration in Accounting: N/A

Bachelor's degree in Business Administration in Management: 3

Bachelor's degree in Business Administration 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.

Associate's degree in Business Administration: N/A

Bachelor's degree in Business Administration in Accounting: N/A

Bachelor's degree in Business Administration in Management: 3

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

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 (*Skip to question 9.24*)

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.

Examples of student's graded homework were provided by the faculty and program leaders. Faculty and students cited and presented documentation of out-of-class work assignments that include developing business plans, manager interviews, and preparing company financial statements.

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

9.28 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

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 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

SECTION 13 - Campus Addition Report

1. Who has responsibility for the administration of the campus addition? Describe the individual's academic credentials and professional experience. To whom does this individual report?
Ms. Tina L. Miller, campus president, has full responsibility for the administration of the campus addition. Ms. Tina Miller holds a master's degree in business administration from University of Phoenix, Costa Mesa, CA and a bachelor's of arts in liberal studies from University of California, Riverside, CA.
2. What is the distance (i.e. driving or walking distance) between the campus addition and the campus that has administrative oversight of it? Describe the provisions provided by the institution so that students may utilize services provided at the main or branch campus.
The campus addition is approximately a 5-mile drive from Westwood College Inland Empire, which has administrative oversight. The short distance allows students to easily make use of services provided by the additional location. All services are currently provided at the additional location. The campus addition is only in use on Mondays, Tuesdays and Thursday afternoons.
3. Describe how appropriate provisions have been made for supervision and monitoring of the campus addition by the administration of the campus that is administratively responsible for the campus addition.
The campus addition is primarily an overflow space for classes, specifically in general education courses and three criminal justice courses. Bernard Alex, School of Justice program chair, and Ms. Jeannette Flores, general education program chair, provide administrative oversight at the campus addition location on a rotational schedule. In addition to the administrative oversight, a private security guard is employed at the facility during school hours when classes are scheduled (varies term to term, but approximately 2-3 days per week).
4. Describe how students at the campus addition are provided with access to the following student services, identifying if services are provided at the campus addition or the campus that has oversight of the campus addition.
The campus addition is a space currently used as overflow for additional courses. While the additional location located at 20 West 7th Avenue has ample building space to house all courses, the parking lot is shared with the neighboring animal clinical, thus making parking a challenge. The campus addition is therefore a remedy for the parking constraints at the additional location, and houses only a few courses per week. With this being said, the campus addition is operating only in this capacity at present, and all services are provided through the additional location. Specifically: admissions, financial aid, career services and academics are all services provided through the additional location. The campus addition's close proximity to the additional location allows for students to travel between locations easily, and without undue burden. Several public bus lines ride down Inland Empire Blvd and the adjacent Archibald Avenue, which provides students public transportation access to the campus addition location.
5. List all other campus additions operated by the oversight campus. (List ACICS ID Codes and location.)
Westwood College, 2890 Inland Empire Blvd, Ontario, CA 00027074
6. Cite evidence that the campus addition employs appropriately experienced administrative staff members to support the initial class start. (List the number and type of individuals currently employed as well as plans for future positions.)

All campus administrative staff members are the same staff members employed by the additional location. Bernard Alex, School of Justice program chair, and Ms. Jeannette Flores, general education program chair, provide administrative oversight at the campus addition location on a rotational schedule.

7. What is the total enrollment figure for the campus addition for the date of the visit? List total enrollment, total day enrollment, full- and part-time day enrollment, total evening enrollment, and full- and part-time evening enrollment.

The total enrollment figure for the campus addition for the date of the visit is 139. There are 112 students taking day courses and 43 students taking evening courses. Often students who are taking morning classes are also scheduled for evening classes at the campus addition to accommodate their schedule and avoid unneeded travel between the campus addition and additional location.

8. Cite evidence that appropriate personnel records, including official transcripts where necessary, are on file for all administrative staff and faculty located at the campus addition.

There is no administrative staff or faculty employed at the campus addition. All faculty and staff who teach or administer at the campus addition are employed by the additional location. The personnel records and official transcripts were reviewed and deemed acceptable through the review of the additional location. In addition to Bernard Alex, School of Justice program chair, and Ms. Jeannette Flores, general education program chair, the following instructors are currently teaching courses at the campus addition: General Education instructors include: Chelsey Tolman, Lina Omran, Zein Alameddine, George Hicks, Joy Harrison, and Hirc Madooglu. Criminal Justice instructors include Ronald Mitchell, George Hicks and Mark Lewis. All referenced faculty are employed at the additional location.

9. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the campus addition location.

The admissions team introduces the overflow campus to prospective students and explains that a number of general education and criminal justice courses meet at this location. The additional location has a policy that new students will take no coursework at the campus addition as a way to make them feel more comfortable and welcome them into the additional location environment.

10. List all courses and/or academic programs offered at the campus addition and the academic credential awarded. Identify any courses or programs which are not offered at the campus that has administrative responsibility for the campus addition.

The following courses are currently offered at the campus addition:

General Education:

PHYS121
PDEV200
HIST420
PDEV200
OSCS299

Criminal Justice:

CRJS430
CRJS490
CRJS211

11. For all programs offered at the campus addition, list the individual responsible for administrative and academic oversight of each program and describe their qualifications. Describe how oversight of these programs is provided for students at the campus addition.
Mr. Bernard Alex, school of justice program chair, and Ms. Jeannette Flores, general education program chair, provide administrative oversight at the campus addition location on a rotational schedule. Mr. Alex Bernard holds a masters degree in public administration from California State University, Dominguez Hills, Carson, California and a bachelor's in sociology from University of Southern California, Los Angeles, California. Ms. Jeannette Flores holds a doctorate in educational leadership from University of Southern California; a master's of business administration in public administration from Keller Graduate School of Management, Pomona, California; and a bachelor's in behavioral science from University of La Verne, La Verne, California.
12. Cite evidence that the campus addition employs a sufficient number of faculty members for the number of courses offered and the size of the student population. (List the number of faculty currently employed and the number of courses currently offered as well as any plans the institution may have to acquire faculty in the future.)
N/A - There are no faculty members employed at the campus addition.
13. How does the administration of the campus addition ensure that students have access to proper instructional resource materials? (i.e. library materials)
The campus addition has a learning commons area with access to the additional location's library materials through an e-catalog.
14. List the instructional equipment available for faculty and student usage at the campus addition.
The campus has three computer labs (general computer applications and criminal justice programs); seven lecture rooms for general education and criminal justice programs. There is also a Criminal Justice lab/ mock courtroom, which is outfitted with a court bench. In addition, there is a small student commons area, Learning Commons with electronic access and a few administrative offices for visiting faculty and the assigned administrator.
15. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the campus addition?
The campus addition is located in a complex of industrial office space with 9,947 square feet of class and administrative space. The eleven rooms consist of three computer labs (general computer applications and criminal justice programs); seven lecture rooms for general education and criminal justice programs. There is also a Criminal Justice lab/ mock courtroom, which is outfitted with a court bench. In addition, there is a small student commons area, Learning Commons with electronic access and a few administrative offices for visiting faculty and the assigned administrator.
16. Cite evidence that the campus addition is authorized to operate by the state.
The campus addition provided a copy of license to operate within the state of California.
17. Cite evidence that the physical facility is in compliance with local fire, safety, and health codes. (certificate of occupancy, fire inspection, etc.)
The campus addition has provided all required physical facility compliance records, with the exception of the fire inspection certificate. Therefore, the campus addition is currently out of compliance with

Section 3-1-602.

(Section 3-1-602): The campus addition located at 2890 Inland Empire Blvd, Ontario, CA did not have evidence on file to show that they are in current compliance with fire safety regulations. An email from the Perera Construction & Design, Inc. Company, who is the building property owner, confirmed that a safety inspection is scheduled for the building on Friday, June 20th.

18. Describe how the campus addition is referenced in all advertising, including the catalog for the main or additional location.
Currently the campus addition is not referenced in the catalog. This is not a campus that a student would attend, but rather a location used for additional space for a number of courses.
19. Describe any additional observations about this campus addition that would be informative.
Westwood College, Inland Empire at one point had over 1300 students enrolled and utilizes the campus addition to house one of the largest programs, the Criminal Justice program. At this point the campus addition did employ it is only faculty, administrative staff and provided some student services on-site. Currently, the campus addition merely serves as overflow space to the additional location, does not have its own employees, and relies on the additional location for all student services. The purpose and use of the campus addition is ever changing based on the overall student enrollment, and the needs and constraints of the additional location.

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 3-1-602	The campus was unable to provide evidence on file of compliance with local and state laws governing the facilities fire safety requirements. (pages 25 and 87).

RECOMMENDATIONS:**Medical Insurance Coding and Billing:**

The team recommends that the campus encourage and promote the importance of obtaining coding certification for those students interested in pursuing medical coding as a career path. Securing certification will serve to bolster student marketability and potentially produce positive benefits for student placement.

Healthcare Office Administration:

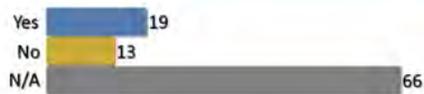
The team recommends that the campus consider adding an internship component to the Healthcare Office Administration programs. The students of this program should be exposed to the practical learning opportunities that their counterparts in the Medical Assisting and Medical Insurance and Coding and Billing programs. Additionally, the externship will allow student's exposure to potential employers.

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 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	63.3
Associate in Science	Academic Associate's Degree	Le Cordon Bleu Patisserie and Baking***	1510	106	124	98	73	82.8	52.1
Diploma	Diploma	Le Cordon Bleu Culinary Arts***	940	55	79	82	70	81.1	57
Diploma	Diploma	Le Cordon Bleu Patisserie and Baking***	940	55	1	85	64	85.1	29.8
TOTAL ENROLLMENT					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 3-4-302): 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 sufficient documentation to qualify him to teach an assigned course (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.

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?



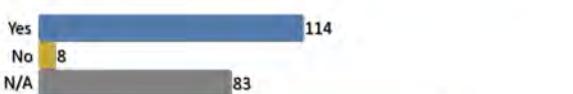
C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?



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.



RECOMMENDATION(S)

Any recommendation(s) provided in this report are not included in the report seen by the Council:

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.



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	63.3
Associate in Science	Academic Associate's Degree	Le Cordon Bleu Patisserie and Baking***	1510	106	124	98	73	82.8	52.1
Diploma	Diploma	Le Cordon Bleu Culinary Arts***	940	55	79	82	70	81.1	57
Diploma	Diploma	Le Cordon Bleu Patisserie and Baking***	940	55	1	85	64	85.1	29.8
TOTAL ENROLLMENT					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 3-4-302): 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 sufficient documentation to qualify him to teach an assigned course (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.

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?



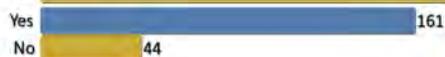
A.08. Was the information provided during enrollment sufficient for you to make your decision?



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?



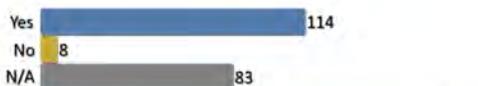
C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?



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.



RECOMMENDATION(S)

Any recommendation(s) provided in this report are not included in the report seen by the Council:

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.



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)
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%	53.6%
Certificate	Certificate	Le Cordon Bleu Patisserie & Baking*	55	45	79.0%	70.5%	71.4%	46.2%
TOTAL ENROLLMENT				809				

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.

* All programs are programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission. Therefore, none of the programs were reviewed by the team.

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's 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's 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 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?
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 and 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.



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)
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%	53.6%
Certificate	Certificate	Le Cordon Bleu Patisserie & Baking*	55	45	79.0%	70.5%	71.4%	46.2%
TOTAL ENROLLMENT				809				

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.

* All programs are programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission. Therefore, none of the programs were reviewed by the team.

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's 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's 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 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?
 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 and 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.



QUALITY ASSURANCE MONITORING: OUT OF SCOPE REPORT
Academic Associate's Degree in Nursing

ITT Technical Institute
2473 Fortune Drive
Lexington, KY 40509
ACICS ID Code: 00022403

Mr. Chad Ogle, Campus President (cogle@itt-tech.edu)
 Regulatory102@itt-tech.edu

MAIN
ITT Technical Institute
Indianapolis, IN
ACICS ID Code: 00016040

June 16, 2014

Date Program Began:	September 20, 2013
Current Total Enrollment:	69
Current CAR Program Retention:	N/A

Ms. Nancy H Wright, RN BS,
 CNOR (R)

Specialist

Wright Solutions, Curriculum
 Consultant

Helena,
 Alabama

Mr. Chad Hartman

Staff
 Representative

ACICS

Washington,
 DC

RELATIONS WITH STUDENTS

N.01 Does the campus have appropriate admissions criteria for this program?

Yes No

N.02 Does the admissions policy conform to the campus' mission?

Yes No

N.03 Give the page number in the campus catalog on which the admissions policy can be found.

The admissions policy for the Breckenridge school of nursing may be found on pages 44 and 45 in the 2013-2014 catalog.

N.04 Is the admissions policy administered as written?

Yes No

N.05 Are the admissions requirements appropriate for the new program?

Yes No

N.06 Are there any admissions requirements unique to this program?

Yes No

If Yes, describe the unique admissions requirements:

The nursing school applicant must pass the Health Education System, Inc.(HESI A2) exam with a minimal score of 75%. The applicant must also be able to satisfy with or without reasonable accomodations the physical,mental and sensory requirements to perform the duties of a registered nurse.

Admission to the nursing program will be based on the composite score received on the HESI A2 exam and the applicant will be ranked accordingly.Applicants will be admitted to the program based on the rankings until the enrollment capacity is reached.

N.07 Describe how the campus offers employment assistance to all students in the new program.

The career services department is available to consult with any interested student regarding career opportunities that may be available to him or her upon graduation. Students are advised of where to access information on how to prepare for and appear at job interviews and how to conduct themselves at job interviews. There have been no graduates of the program to this point.

Is this appropriate?

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

N.08 Was the team able to verify the backup documentation to support the placement rate for this program as reported on the Campus Accountability Report?

Yes No Not Applicable (there have been no graduates)

N.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

EDUCATIONAL ACTIVITIES

N.10 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to Question N.11.*)

If *Yes*, describe how the program(s) provide students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The curriculum provides a balance of didactic theory and practical skills training in a laboratory and clinical sites to meet the educational and placement objectives of the program. The curriculum addresses the traditional areas of nursing practice as well as the concepts of professional nursing roles of: care giver, advocate, educator, communicator and manager. Assessment of student learning occurs at reasonable intervals and consists of supervised evaluation of nursing care skills as well as tests and examinations that are based upon the format used on the licensure examination.

If *Yes*, what is the pass rate for the past two years of graduates for these programs? (If pass rates are unavailable, please explain.)

There have been no graduates from the nursing program at the time of the team visit.

N.11 Does the program require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No (*Skip to question N.12*)

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)

N.12 Who is assigned to administer all academic programs, and what are this person's qualifications?

Mr. Mark Grogan is assigned to administer all academic programs. Mr Grogan has a master's degree and bachelor's degree in mathematics both from the University of Kentucky. Mr Grogan has over ten years of instructional experience prior to accepting the position of dean in May of 2014.

N.13 Does this individual possess appropriate academic or experiential qualifications?

Yes No

N.14 Who is assigned to administer the new program (e.g., program chair or lead instructor), and what are this person's qualifications?

Ms Andrea Vanorio, RN,MSN, is the program chair for the Breckenridge School of Nursing. She holds a master's degree in nursing and a postmasters in nursing education from Walden University in Minneapolis, Minnesota. She also holds a license to practice as a Registered Nurse (RN) in the state of Kentucky. Her experience includes serving as an adjunct instructor for five years at ITT Louisville campus and a depth of clinical experience in both acute and chronic care.

GENERAL COMMENTS:

The team would like to comment Ms. Andrea Vanario for her excellent guidance in the nursing program.

N.15 Does this individual possess appropriate academic or experiential qualifications?

Yes No

N.16 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

N.17 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

N.18 Is the program consistent with the campus' mission and the needs of its students?

Yes No

N.19 List the community resources and describe how they are utilized to enrich the program.

The nursing program has a viable advisory board comprised of community health care leaders and health care partners. The board meets twice annually and is well attended. The practicum sites offer a variety of healthcare settings, and provides the students with opportunities for application of theory in clinical practice, the development of critical thinking skills, and communication skills. Guest speakers and field trips are utilized to bring "real world" experiences into the classroom.

N.20 Are these resources sufficient?

Yes No

N.21 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes No

N.22 Does the catalog accurately describe the program and its objectives?

Yes No

N.23 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus 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)

N.24 Does the program use independent studies?

Yes No (*Skip to Question N.26.*)

N.26 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

N.27 Are the courses available when needed by the student in the normal pursuit of this program of study?

Yes No

N.28 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

Yes No

N.29 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

N.30 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

N.31 Is credit appropriately converted in relation to total student contact/clock hours in each class?

Yes No

N.32 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

N.33 Are the following appropriate to adequately support the new program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Support for modes of instructional delivery.

Yes No

(e) Personnel.

Yes No

N.34 Does the campus comply with applicable copyright laws in the use of instructional materials?

Yes No

N.35 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

N.36 Are official transcripts for all credentials held on file for all instructors in the program?

Yes No

N.37 Have all foreign transcripts been translated into English and evaluated by a member of 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)

N.38 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 file contained an individual faculty development plan and documentation to include in-service activities which are offered by the campus at least four times per year.

- N.39 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
- N.40 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?
 Yes No
- N.42 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
- N.43 Is the size of the faculty appropriate?
 Yes No
- N.44 Are the teaching loads reasonable, and do they meet *Criteria* requirements?
 Yes No
- N.55 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 at least four semesters, six quarters, or the equivalent?
 Yes No
- N.56 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
 Yes No
- N.57 Are all general education courses appropriate for the program and do they meet Council standards?
 Yes No
- N.58 Identify the page number in the catalog where the courses that satisfy the concentration and general education requirements can be found.
General education courses and the core curriculum courses for the nursing program may be found on page 16 in the 2013-2014 catalog.
- N.59 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- N.60 Is there evidence that curricular offerings require the appropriate use of library resources?
 Yes No

- N.61 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)
- N.62 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

PUBLICATIONS

- N.99 Do the catalog and other publications accurately describe the new program?
 Yes No
- N.100 Is the course-numbering system adequately explained in the catalog?
 Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

- N.106 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
- N.107 What is the amount of the current year's library budget that has been allocated for the program?
 The amount of the current year's library budget that has been allocated for the program is \$2, 547.00.
- N.108 What portion of the current year's library budget for the program has been spent and how has the money been allocated?
 To date \$1,489.00 has been spent on databases, professional journal subscriptions and reference textbooks.
- N.109 Describe how faculty have involvement in the selection of library resources.
 The nursing faculty make suggestions to the program director, Ms. Andrea Vanario. Ms Vanario reviews the proposed texts and sends the recommendations to the corporate director of nursing programs.

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

- N.110 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 for all ITT campuses. Ms. Lindsey Hagedorn serves as the library assistant at the Lexington campus. She has a bachelor's degree in English from Berea College and a master's of library science from the University of Kentucky. The campus has a second library assistant, Ms. Jancee Wright. She has a bachelor's degree in psychology and religion from the University of the Cumberlands and a master's of library science from the University of Kentucky.
- N.111 Is there a professionally trained individual on staff that is responsible for:
 (a) Supervising and managing the library and instructional resources?

Yes No

(b) Facilitating the integration of instructional resources into all phases of the campus' curricular and educational offerings?

Yes No

(c) Assisting students in the use of instructional resources?

Yes No

N.112 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes No

N.113 Are students adequately trained to utilize resources as part of their learning process?

Yes No

N.114 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

N.115 Are records of physical and/or online resources and circulation accurate and up-to-date?

Yes No

N.116 Are the library holdings, including full-text online collections, up-to-date and adequate for the new program?

Yes No

N.117 Describe any full-text online collections available to students:

The campus subscribes to a variety of full-text online collections to include: Ebrary, EBSCO, Virtual Library, Pro Quest, EBSCO Host, AccessScience, and the Gale Virtual Reference Library

N.118 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes No Not Applicable (program does not include general education courses)

N.119 Are the hours the library is open adequate to accommodate the needs of all students?

Yes No

N.120 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

N.121 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes

SUMMARY

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

There are no areas of non-compliance.



REEVALUATION VISIT REPORT

WESTWOOD COLLEGE - DENVER NORTH
750 N. Broadway
Denver, CO 80221
ACICS ID Code: 00027062

Mr. Daniel Snyder, Campus President (dsnyder@westwood.edu)
27062@westwood.edu

June 2-3, 2014

Mr. Lonnie Echternacht	Chair	University of Missouri-Columbia	Columbia, MO
Ms. Darlene A. Minore	Student-Relations	Minore Educational Strategies, LLC	Bainbridge Island, WA
Mr. Jack Phan	Educational Activities and Library	Western Nebraska Community College	Olathe, KS
Mr. John Mago	Business Administration Specialist	Anoka Ramsey Community College	Andover, MN
Mr. Douglas Guare	Construction Management/ Computer Aided Design Specialist	TESST College	Stevensville, MD
Ms. Sheila Vandembush	Dental Assisting Specialist	Sanford-Brown College	Dallas, TX
Ms. Rosalind Collazo	Med. Assisting/Med. Office Mgt./Health Info. Tech. Specialist	Chairperson, ASA Institute (Retired)	Glen Burnie, MD
Mr. Joseph Aranyosi	Graphic Design/Game Art Specialist	Director Curr. Development, Career Educ. Corporation	Crystal Lake, IL
Mr. Terry Campbell	Criminal Justice/Paralegal Specialist	Kaplan University	Okeechobee, FL
Mr. Randolph Roof	Automotive Technology Specialist	APTC College	Hendersonville, TN
Mr. Michael Jordan	Information Tech./Networking/ Software Development Specialist	MBJ Enterprises, Inc.	Fishers, IN
Maurice Wadlington	Staff Representative	ACICS	Washington, DC

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

**PROGRAMS OFFERED BY
WESTWOOD COLLEGE - DENVER NORTH
DENVER, COLORADO**

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.	Enrol: Full- time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science	Academic Associate's	Business Administration	910	90.0	46	64%	50%	100%	N/A
Associate of Applied Science	Academic Associate's	Computer Aided Design/ Architectural Drafting	1,180	90.0	5	69%	100%	100%	0%
Associate of Applied Science	Academic Associate's	Construction Management	965	90.0	9	88%	N/A	100%	N/A
Associate of Applied Science	Academic Associate's	Criminal Justice	905	90.0	37	68%	100%	86%	N/A
Associate of Applied Science	Academic Associate's	Dental Assisting	1,285	97.5	12	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Graphic Design	1,180	90.0	6	53%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Health Information Technology	1,270	103.5	8	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Healthcare Office Administration	945	90.0	3	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Information and Network Technologies	1,225	90.0	13	58%	83%	79%	100%
Associate of Applied Science	Academic Associate's	Medical Assisting	1,180	92.0	32	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Medical Office Management	945	90.0	1	91%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Paralegal	925	90.0	6	100%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate's	Surveying*	1,085	90.0	0	100%	67%	70%	75%
Associates in Occupational Studies	Occupational Associate's	Automotive Technology	1,425	94.5	80	64%	88%	73%	73%

Associate of Occupational Studies	Occupational Associate's	Information Technology	1,265	91.5	42	N/A	N/A	N/A	N/A
Associate of Occupational Studies	Occupational Associate's	Medical Assisting	1,180	92.0	10	64%	77%	72%	60%
Bachelor of Science	Bachelor's	Business Administration: Major in Management	1,820	180.0	14	72%	100%	68%	75%
Bachelor of Science	Bachelor's	Construction Management	1,945	180.0	5	72%	50%	77%	79%
Bachelor of Science	Bachelor's	Criminal Justice: Major in Administration	1,820	180.0	20	85%	45%	67%	40%
Bachelor of Science	Bachelor's	Graphic Design: Major in Game Art	2,325	180.0	1	91%	39%	95%	20%
Bachelor of Science	Bachelor's	Interior Design*	2,330	180.0	0	100%	100%	92%	67%
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in CISCO Network Systems	2,230	180.0	6	82%	85%	76%	93%
Bachelor of Science	Bachelor's	Information and Network Technologies: Major in Systems Security*	2,350	180.0	0	100%	100%	93%	100%
Bachelor of Science	Bachelor's	Software Development: Major in Game Software Development	2,145	180.0	37	85%	40%	75%	73%

TOTAL**ENROLLMENT****393**

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.

* The program had no enrollment during the team visit; thus, the team did not review the program. The administration stated that the institution is not currently anticipating enrollment in the program.

INTRODUCTION

Westwood College was founded in Denver, Colorado, in 1953. At the time, it was named the Radio and Television Repair Institute. In 1958 the school expanded its electronics curriculum to meet the growing demands of the industry and changed its name to the National Electronics Institute. In 1974 Denver Institute of Technology (DIT) acquired ownership of the college and expanded the curriculum to adapt to the rapidly evolving technological developments of the time. In November 1997, DIT officially became Westwood College of Technology. In 2004, due to expansion in programs offered, Westwood College of Technology became Westwood College. The Denver North campus of Westwood College is a wholly-owned entity of Trav Corporation, which is a wholly-owned subsidiary of Westwood College, Inc.

The Westwood College – Denver North facility is located at 750 N. Broadway in Denver, Colorado, near the intersection of Interstate 25 and U.S. 36 (Boulder Turnpike). The institution currently occupies 45,000 square feet of the original building (84,000 total square feet) and serves nearly 400 enrolled students with approximately 70 faculty and staff. The institution shares the remaining 39,000 square feet of the facility with Redstone College, a sister school owned and operated by ALTA Colleges and accredited by ACICS. Ample well-lit parking that is security patrolled is available for students, staff, and visitors. Special facilities are available for disabled persons including specially equipped restrooms and parking spaces.

The current student population is comprised of 70 percent males and 30 percent females. The average age of the student body is 28.4 years old. The student population is diverse, consisting of 29 percent Caucasian, 10 percent Hispanic, 6 percent two or more races, 3 percent African American, 1 percent native American, and 49 percent not specified or unknown. The majority of students (54 percent) attend day classes and 46 percent attend evening classes.

The institution was well-prepared for the ACICS new grant visit and provided the team with a well-organized complete set of materials. The administration responded to the team's requests for additional materials and information and provided clarification and explanations when needed during the visit.

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement appears on page eight of the Westwood College 2014 academic catalog for California/Colorado/Georgia/Virginia campuses, volume 5, number 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.

Student learning outcomes monitored and analyzed by the institution include the licensure/certification exam pass rates, student grades, average daily attendance, and satisfactory academic progress. In addition, faculty assessments of student learning is an ongoing process involving the review of individual courses and periodic evaluations of entire programs as well as monitoring the evaluation of course projects and in-class assignments, analyzing points assigned for projects, faculty observation ratings, and levels of classroom engagement.

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 institution has established proactive strategies to achieve its student retention goal that include:

- conduct retention meetings to gain a better understanding why students fail to attend class or are at risk of dropping out of school;
- concentrate on first-term retention activities, specifically the required written career plan project;
- increase participation in activities recognizing student accomplishments;
- expand student ambassadors' one-on-one involvement with beginning students; and
- analyze student feedback surveys for critical information and direction related to improving retention.

To improve placement the following action plans have been established:

- increase the effectiveness of the weekly job lead e-mails containing program specific job leads for graduates and students;
- expand efforts to develop positive relationships with employers that produce hiring opportunities;
- promote community job fairs and host professional job fairs with program specific employers in attendance;
- improve students' interviewing skills, mock interview strategies, and portfolios prior to graduation as well as follow-up techniques to facilitate hiring; and
- increase direct contact with employers within each program to ensure a steady pipeline of job opportunities.

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 effectiveness plan (CEP) and related data are compiled by the academic dean with the help of various members of the leadership team that make up the CEP committee. The CEP committee includes, in addition to the academic dean who serves as chair, the campus president, director of career services, director of student finance, director of student support, executive assistant, general education chair, librarian, and registrar. The campus president is ultimately responsible for the CEP and oversees the implementation and monitoring of the plan. The CEP is systematically reviewed during the year at quarterly meetings and management meetings and is revised and updated annually.

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)

GENERAL COMMENTS:

The institution is committed to an ongoing annual planning and campus effectiveness enhancement process. The CEP is appropriate for the institution.

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. Daniel Snyder, is responsible for the financial oversight of Westwood College - Denver North. He holds both a bachelor's degree and a master's degree from the University of Northern Colorado and has worked in the career college industry for 18 years. He joined Westwood College in February 2008, was promoted to campus president of the Denver South campus in August 2008, and assumed leadership of both Denver South and Denver North campuses in October 2012.

GENERAL COMMENTS:

The departmental organization of the administrative functions with checks and balances promotes a spirit of cooperation and open communication at the institution.

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. Daniel Snyder, campus president, is the on-site administrator of the institution. As previously stated, he holds a bachelor's degree in kinesiology fitness and exercise and a master's degree in physical education: kinesology from the University of Northern Colorado. He has been employed in the private career college industry since 1996. He started as a faculty member and has served as program chair, director of campus operations, academic dean, and campus president at six different campuses. Mr. Snyder attended an Accreditation Workshop in April 2013.

Mr. Snyder currently serves as campus president for the two campuses of Westwood College in Denver. When Mr. Snyder has to be away from the Denver North campus, the academic dean, Ms. Vivian Jeffcoat, is designated to serve as the on-site administrator.

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 administrative functions at the institution are coordinated to achieve the educational mission.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

Thirty-nine files of matriculated, graduated, and withdrawn students were selected and reviewed by the team 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. Ron DeJong, director of admissions, is responsible for the oversight of student recruitment at the institution. He holds a bachelor's degree in business management from the University of Northern Colorado located in Greeley. Mr. DeJong has 15 years experience directing admission departments of career colleges. He joined the administrative team of Westwood College - Denver North in 2006.
- 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 institution discussed in detail the recruitment procedures and 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 the institution.
- 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 policy is published on pages 74-78 in the Westwood College 2014 multi-state academic catalog and on pages 7-11 of the catalog addendum dated June 2, 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 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. Vivian Jeffcoat, academic dean, is responsible for the administration of satisfactory academic progress. She holds a bachelor's degree in business administration from Regis University in Denver and a master's degree in secondary teaching, curriculum, and instruction from the University of Nebraska in Lincoln. Ms. Jeffcoat joined the Westwood College - Denver North administrative team in December 2013. Her tenure with Westwood Colleges began in May 2010. She has experience as a dean and a lecturer at other postsecondary 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?

Mr. Armando Guardiola, director of student finance, is responsible for the on-site administering of student financial aid. He holds a bachelor's degree in social science and a master's degree in accounting from Regis University in Denver. Mr. Guardiola has worked for Westwood College for eight years. His experience prior to joining the Westwood College team was in the private finance sector.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards? Yes No4.52 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).

Mr. Armando Guardiola, director of student finance, is a member of the Colorado Association of Financial Aid Administrators (CAFAA) and attends their annual meetings. Attendance at the annual Federal Student Aid (FSA) conference is a high priority. Additionally, Mr. Guardiola participates regularly in webinar offerings through USAFunds University. Updates are posted regularly on www.IFAP.gov, which Mr. Guardiola uses often. These professional growth activities ensure that the student finance department stays current with regulations and policy changes in financial aid.

- 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 institution are structured tutoring, peer tutoring, academic counseling, personal counseling on an individual need basis, an extensive student orientation, a professional development course, mock interviews, resume development, and social media guidance for the professional.
- 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. Bret Walker, career services director, is the person on staff responsible for the oversight of counseling students on employment opportunities. He holds a bachelor's degree in organizational communication from the University of Nebraska in Kearney. Mr. Walker has served as the director of business development since October 2014 for Westwood Colleges and joined the Westwood College – Denver North administrative team in January 2014. He has prior professional experience in student recruitment at a land-grant institution.
- 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*, 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 488.
The ending enrollment reported on the previous year's CAR is 488.

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.

Newly enrolled students are required to complete the two entrance loan modules at www.studentloans.gov before initial funds can be dispersed. Prior to graduation or 30 days after the last date of attendance, the students are scheduled on campus to complete the federal exit loan modules and an information packet with a member of the financial aid department. For students who drop and do not make an appointment on campus, the information is mailed to them via registered mail to the last address on record.

4.67 Describe the extracurricular activities of the campus (if applicable).

Westwood College – Denver North has many extracurricular activities. Most programs have an interest area club. There is an Academic Leadership Club, a chapter of the National Honor Society, an Alpha Beta Kappa honor society, an active chapter of the American Criminal Justice Society, and an active chapter of the Future Business Leaders of America.

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. Vivian Jeffcoat, academic dean, oversees the educational activities of all academic programs at the Westwood College - Denver North. Ms. Jeffcoat holds a master's degree in secondary teaching from the University of Nebraska in Lincoln and a bachelor's degree in business administration from Regis University in Denver. She has served as the academic dean since December 2013. Prior to her current position, Ms. Jeffcoat was a program chair, academic dean, associate dean, trainer, lecturer, teacher, writer, and assistant vice president for 29 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.
 Program administrators use the institution's academic governance policy as a tool to provide their authority and responsibility for the development and administration of the programs of study. The governance policy details the role of the faculty in matters of academic governance. There were provisions in place to support the efficiency and effectiveness of the overall administration of the institution. The integrity of the institution is manifested by the professional competence, experience, responsibility, and ethical practices demonstrated by the administrators 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*)

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 institution ensures that its relations with students reflect the highest ethical standards and conform to all applicable laws and regulations. The institution 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 is consistent with the stated mission. There is also evidence of educational program support that reflects the institution's 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, overhead projectors, computer presentations, handouts, and instructional charts to fully engage students. The institution 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 members are encouraged to evaluate, revise, and make changes to the curriculum through participation in Westwood College curriculum committees. Instructors make suggestions to their department chairs, who in turn, take the suggestions to the institutional curriculum committee. Ideas then flow up to the academic dean. From this level, approved ideas are forwarded to corporate curriculum chairs and deans 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
- If Yes, how is this documented?
The institution keeps record of all in-service activities in a binder located in the academic dean's office. Agendas and meeting minutes are on file, along with signatures of all attendees. There was evidence of assessment procedures being used for the purpose of setting priorities and making decisions to enhance faculty and student effectiveness. There was balanced representation of faculty members and administrators discussing responsibilities, regulations, organizational matters, and technical resources. The team found evidence of faculty and administrative support as well as 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

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

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

GENERAL COMMENTS:

The institution's educational programs and activities are consistent with the stated mission and produce measurable results reflected through student success and outcomes. The program curricula have both quantitative and qualitative standards and are designed to assist students in acquiring and applying relevant skills in the workplace. The instructional procedures, materials, and technology are appropriate to meet the purposes and standards of the institution's academic offerings.

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).

As previously noted, the institution is located at 750 N. Broadway in Denver, Colorado. The institution occupies 45,000 square feet of the original building (84,000 total square feet) and serves approximately 400 enrolled students and 70 faculty and staff. The institution shares the remaining 39,000 square feet of the facility with Redstone College, a sister school owned and operated by ALTA Colleges and accredited by ACICS. Ample parking that is well lit and security patrolled is available for students, staff, and visitors. Special facilities are available for disabled persons including specially equipped restrooms and parking spaces.

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

GENERAL COMMENTS:

The facility provides a positive environment that supports the teaching, learning, and administrative activities. The facility has a professional appearance with contemporary furnishings, is nicely maintained, and is designed to accommodate the

instructional needs unique to the different career education programs currently offered. The numerous bulletin boards and posters utilized throughout the building display program and career information as well as student success stories.

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 academic catalog, volume 5, number 1. The catalog serves the institution's California, Colorado, Georgia, and Virginia locations and was last revised in September 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

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 institution advertises via direct mail, telemarketing, television commercials, 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 *(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 institutional performance information that the campus routinely provide to the public are the on-time graduate rates, placement rates, average books and supplies, and the median loan debt.

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

This information is published at the institution's 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?

The institution develops continuous assessment strategies for resources and information services with input by faculty on a continuous basis and program chairs once per term. Students can also make a suggestion for books and periodicals by completing an on-line request form. Suggestions are also gathered from program advisory committees and monthly conference calls to other Westwood librarians.

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, AND BACHELOR'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 \$36,454.76. The library budget is allocated for online services, books, media, and periodicals.

- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
To date, a total of \$26,187.19 has been spent on online services, 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 AND BACHELOR'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 each of the academic programs. In addition, some faculty members have asked the institution's librarian to make presentations in their classes or in the learning commons, focusing on the importance of the learning commons 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 Westwood College online database system includes Proquest, Points of View, EBSCO/eBooks, STAT!Ref, and the University of Colorado database.
- 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. Julie Klauss is the on-site librarian for Westwood College - Denver North. Ms. Klauss has been in her current position since 2009. Ms. Klauss holds a master's degree in library science from the University of Illinois at Urbana-Champaign in Urbana and a bachelor's degree in fine arts from the University of Colorado in Boulder. Prior to her current position, Ms. Klauss was a librarian technician, substitute teacher, reference specialist, and administrative assistant for 11 years. Ms. Klauss works 40 hours a week.
- 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 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 institution's learning commons has a good collaboration with faculty as well as with other academic related assistance. It is evident that faculty have assigned students academic research projects to further enhance their learning and the learning commons has served and helped students in locating the appropriate resources.

COMMENDATIONS:

The team acknowledges the good work of Ms. Julie Klauss. She is doing an excellent job of maintaining an effective learning environment in the learning commons. It is attractive, welcoming, and well organized. The learning commons has relevant resources in place for students. The learning commons has demonstrated that it has the resources to assist students with term projects and research papers.

9. PROGRAM EVALUATION

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems

Bachelor's degree in Software Development: Major in Game Software Development

Academic Associate's degree in Information and Network Technologies**Occupational Associate's degree in Information Technology**

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. Charles Bradford is the program chair of the school of technology at the institution and is assigned to oversee the programs; he has held this position for 13 months. Mr. Bradford holds a master's degree in computer I from the University of Phoenix and a bachelor's degree in information processing systems from the University of Cincinnati. Prior to becoming the program chair, he was a faculty member at the institution for 10 years. Before joining the institution, Mr. Bradford had five years of experience in a similar position at another career college.

Mr. Bradford is assisted in administering the programs by Mr. T. Clay Chandler, a faculty member at the institution who serves as a subject matter expert for the networking and server administration areas. Mr. Chandler has been a faculty member for 13 years. He holds a master's degree in organizational management from the University of Phoenix and a bachelor's degree in mechanical engineering from North Arizona University. Mr. Chandler has been awarded Cisco Certified Network Associate and Cisco Certified Academy Instructor certifications from Cisco Systems. Also, Mr. Omar Salem assists Mr. Bradford as a subject matter expert for the game software development program. Mr. Salem has a bachelor's degree in computer science from Texas Southern University and a master's degree in computer and information science from the University of Pennsylvania Engineering.

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:

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems

(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)

Bachelor's degree in Software Development: Major in Game Software Development

(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)

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

Academic Associate's degree in Information and Network Technologies

(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)

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

Occupational Associate's degree in Information Technology

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

Yes No Not Applicable (no rate reported on the 2013 CAR)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (no program graduates)

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

A program advisory committee meets semi-annually with college officials and includes representatives from local recruiting and information technology (IT) related businesses. Student ambassadors are periodically designated by the institution and these individuals provide guidance, advice, and assistance to new and fellow students. Field trips used included local IT businesses such as MicroCenter and Fortrust. Guest speakers have included local IT related businesses and recruiters. Students were highly encouraged to sit for Cisco and CompTIA certifications related to their programs of study, with payment for the certification exams offered by the institution for each student who has successfully completed the related coursework. Several students have passed Cisco certifications and their names have been added to a plaque located near the main lab and classroom as encouragement for other students. During the team's visit, staff discussed plans to add another plaque for students successfully completing CompTIA certifications. Sufficient documentation was provided for all of these activities.

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:

Occupational Associate's degree in Information Technology - 0 (no program graduates)

Academic Associate's degree in Information and Network Technologies - 5

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems - 11

Bachelor's degree in Software Development: Major in Game Software Development - 1

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 - 3

Bachelor's degree in Information and Network Technologies: Major in Cisco® Network Systems - 6

Bachelor's degree in Software Development: Major in Game Software Development - 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.

All 10 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 (Skip to question 9.24)

- 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.

The team interviewed students and faculty as well as reviewed course syllabi to verify the use of out-of-class work by students. Various types of assessments include: quizzes, practical application of techniques studied outside of class, and question/answer sessions in class. Faculty made available to the team grade books and graded homework assignments submitted by the students.

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

9.28 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 AND BACHELOR'S DEGREES ONLY

9.29 Are teaching loads reasonable?

Yes No

FOR 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?

(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 13:1 in the occupational associate's degree program in information technology.

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

Yes No

9.33 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

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

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 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:

The team greatly appreciates the cooperation and hospitality received. The institution's environment was well maintained, inviting, and conducive to educating students.

COMMENDATIONS:

The ACICS team room was well-organized and included information as well as documentation for each of the institution's career programs. The instructors were friendly and student focused.

9. PROGRAM EVALUATION**Academic Associate's degree in Business Administration****Bachelor's degree in Business Administration: Major in 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?
 Mr. Joshua Mason, program chair, oversees the business administration programs. He has held this position since January 2014. Mr. Mason holds a master's degree in management and a bachelor's degree in business management from the University of Phoenix. He possesses over 20 years of business experience and is qualified to administer the 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:

Academic Associate's degree in Business Administration

(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)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 NoBachelor's degree in Business Administration: Major in Management

(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 community resources utilized to enrich the business programs include a program advisory committee, guest speakers, and field trips. The advisory committee provides input relative to potential curriculum changes, and the guest speakers and field trips are used to enhance course topics and provide real world relevancy for students' learning.

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*)

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

 Yes No

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:

Academic Associate's degree in Business Administration - 1

Bachelor's degree in Business Administration: Major in Management - 4

How many calls to employers or graduates were successful?

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

Academic Associate's degree in Business Administration - 1

Bachelor's degree in Business Administration: Major in 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.

All five 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 (*Skip to question 9.24*)

- 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.

The team observed completed homework assignments and grade book grades. Also, student and faculty interviews verified that they do submit homework and it is being graded.

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 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

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

Yes No

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 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

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 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:

The staff was friendly and efficient in getting materials requested by the team. Students were satisfied with the faculty, the staff, and their programs of study.

9. PROGRAM EVALUATION

Academic Associate's degree in Graphic Design

Bachelor's degree in Graphic Design; Major in Game Art

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. John Wilbanks is assigned to administer the graphic design and game art programs, and has been a lead faculty member in the school of design since March 2014. Mr. Wilbanks has a master's degree in organizational management from the University of Phoenix and bachelor's degrees in advertising & graphic design and in illustration from Rocky Mountain College of Art & Design. Prior experience includes video post-production work at InnerView; graphic design and video production work at the University of Colorado; art direction and project management work at Giggles Korporate Kards; and design and video instruction at the Art Institute of Colorado, IADT Online, and Colorado Technical University. Mr. Wilbanks is also a member of the Colorado Film and Video Association and a certified instructor for Avid Media Composer 7.

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:

Academic Associate's degree in Graphic Design

(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 (no program graduates)

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

Bachelor's degree in Graphic Design: Major in Game Art

(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)

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).
Community resources include guest speakers; field trips; participation in professional associations, conferences, and competitions; a program advisory committee; and other community events. Guest speakers utilized included Mr. Steven Martinez from Toon Boom who discussed 2D/3D animation and digital art asset creation and Chris Lancaster from NetDevil who discussed how to create procedural game design documents and timelines. Field trips used included visits to Game On, COMICFEST, and International Game Developers Association meetings to examine and discuss game and interactive software development processes, sequential entertainment and game art asset creation, and professional business operations. Students met with the Colorado Game Developers Association following the Game Developers Conference to discuss gaming trends and employment opportunities, and they also participated in Denver Comic Con to showcase their artwork and meet with game art professionals. Students also participated in the Anime, Comic, and Video Game Restyling and Reengineering Contest as well as the League of Legends 5v5 Tournament at the Clutch Gaming Arena to showcase their game art and development skills.
- 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:

Academic Associate's degree in Graphic Design - 0 (no program graduates)

Bachelor's degree in Graphic Design: Major in Game Art - 10

How many calls to employers or graduates were successful?

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

Bachelor's degree in Graphic Design: Major in Game Art - 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 five 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 (*Skip to question 9.24*)
- 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.

Both students and instructors confirmed that out-of-class work is being assigned and graded. Graded student work and course grade calculations were provided to the team as documentation.

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

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 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

9. PROGRAM EVALUATION

Occupational Associate's degree in Automotive Technology

- 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. Kenneth Burnum, automotive technology program chair, is assigned to administer the automotive technology program at Westwood College - Denver North. He holds a bachelor's degree in business administration from Southwest Texas State University in San Marcos, Texas. Additionally, he currently holds several Automotive Service Excellence (ASE) certifications. Mr. Burnum joined Westwood College in March 2013 as an auto repair instructor. He was promoted to program chair in October 2013.
- 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

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)

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 utilizes community support as indicated by documentation of the recent program advisory committee meetings held April 17, 2014 and June 27, 2013. The program employs five adjunct instructors that hold full-time positions in the automotive career fields. Guest speakers and field trips are also used to enrich the curriculum. The institution has a community partnership with Adams County Human Services Department in Colorado to provide basic automotive servicing for low income families.

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 were nine calls made to employers or graduates.

How many calls to employers or graduates were successful?

There were five 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 five successful calls that confirmed the employment of 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 (*Skip to question 9.24*)

- 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.

The grading of out-of-class work is recorded in the electronic grade book for each individual course. The grade book was examined by the team. Also, copies of graded homework assignments were provided to the team for review.

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 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
- 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
- 9.28 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 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?
 (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 9:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No
- 9.33 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
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.35 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)

9.36 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No

GENERAL COMMENTS:

The automotive technology staff and students were helpful and assisted the team whenever requested. The program is based on both the Automotive Service Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF) standards. The automotive technology program is well structured and overall provides a positive educational experience for students.

9. PROGRAM EVALUATION

Bachelor's degree in Construction Management

Academic Associate's degree in Construction Management

Academic Associate's degree in Computer Aided Design/Architectural Drafting

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. Joshua Mason is the chair of the school of business since October 2013, which includes the construction management programs and the computer aided design/architectural drafting program. He holds a master's degree in master of management from the University of Phoenix in Northglenn, Colorado, and a bachelor's degree from the University of Phoenix in Santa Ana, California.

Mr. Tom Thompson is the lead instructor for the construction management programs and the computer aided design/architectural drafting program. He has held this position since July 1998. He has a master's degree in architecture from Virginia Tech and a bachelor's degree in architecture from Iowa State University. Mr. Thompson serves as the subject matter expert for the three programs and assists Mr. Mason.

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:

Bachelor's degree in Construction Management

(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)

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

Note: The 2013 CAR listed the program with a placement rate of 50 percent. The total number of graduates listed for the program was only eight which meets the mitigating circumstances.

Academic Associate's degree in Construction Management

(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 (no program graduates)

Academic Associate's degree in Computer Aided Design/Architectural Drafting

(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 construction management programs participated in a field trip on April 28, 2014 at Anythink Library in Denver, Colorado. The construction management programs also held a field trip on March 12, 2013 at the Fulginiti Pavilion at Anschutz Medical Center in Denver, Colorado. In addition, the bachelor's programs and academic associate's programs conducted a program advisory committee meeting on April 17, 2014.

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:

Academic Associate's degree in Computer Aided Design/Architectural Drafting - 1

Academic Associate's degree in Construction Management - 0 (no program graduates)

Bachelor's degree in Construction Management - 7

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

Bachelor's degree in Construction Management - 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.

All four 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 (*Skip to question 9.24*)
- 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.

The out-of-class work is submitted to the instructor and feedback is given verbally and thru an online grade book that the institution utilizes, Blackboard. The team was provided samples of the homework to examine and viewed the electronic grade book for classes currently offered.

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

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 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:

The faculties of the construction management and computer aided design/architectural drafting programs were very professional and helpful to the team. The students enrolled in the three programs responded in a positive manner regarding the institution, the programs in which they were enrolled, the faculty, and the staff.

9. PROGRAM EVALUATION**Academic Associate's degree in Dental 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. Carol Rykiel was appointed program chair of the dental assisting program on December 9, 2013. Ms. Rykiel holds a master's degree from Colorado State University in management and a bachelor's degree from the University of Colorado - Denver in dental hygiene. Ms. Rykiel has eight years experience as a practicing dental hygienist and six months experience as a program chair.
- 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 (no rate reported on the 2013 CAR)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (no program graduates)
 Note: The answer is not applicable because the program is relatively new and only in the second course of the program.
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 The dental assisting program has a program advisory committee that is composed of dentists, dental assistants, and dental hygienists. Dental assisting students have participated in an Oral Cancer Walk, provided oral health screenings as part of the 9Health Fair, and toured the Patterson Dental supply facilities.

- 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 program graduates)

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

Yes No Not Applicable (there have been no program graduates)

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

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.

Examples of out-of-class homework assignments presented on-site included workbook assignments; research papers; an Occupational, Safety, and Health Administration (OSHA) handbook; and diagrams of head and neck anatomy. The electronic grade book used at the institution was also examined by the team to verify that the out-of-class work is being evaluated.

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 ACADEMIC ASSOCIATE'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

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

(Section 3-1-541): Ms. Carol Rykiel is not academically or experientially qualified to teach DENT120 Clinical Procedures. A review of transcripts, continuing education certifications, and the ACICS data sheet as well as a personal interview with Ms. Rykiel did not provide evidence that she has the experience or academic qualifications related to dental assisting to teach DENT120 Clinical Procedures. On-site, a letter was submitted by Dr. Carlile, an employer of Ms. Rykiel that states Ms. Rykiel acts primarily as a dental hygienist but performs dental assisting duties "as needed." Required skills of DENT120 include tray set-ups for basic diagnostic and operative dental procedures as well as instrument transfer and maintenance of the operating field. The letter as presented does not sufficiently demonstrate or justify the qualifications of Ms. Rykiel to teach her assigned course.

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

Yes No

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

Yes No

9.29 Are teaching loads reasonable?

Yes No

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

COMMENDATIONS:

The dental assisting clinical laboratory is well designed with current industry-standard equipment.

9. PROGRAM EVALUATION

Academic Associate's degree in Health Information Technology

Academic Associate's degree in Healthcare Office Administration

Academic Associate's degree in Medical Assisting

Academic Associate's degree in Medical Office Management

Occupational Associate's degree 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. Audrey Theisen, Registered Health Information Administrator (RHIA), is assigned to administer the health information programs at the institution. She holds a master's degree in computer information systems from the University of Phoenix in Englewood, Colorado and a bachelor's degree in business from St. Mary's College in Leavenworth, Kansas. Prior to joining Westwood College as program chair in September 2013, Ms. Theisen served as program coordinator of the medical billing and coding program at Kaplan College in Denver and as program chair of the school of health sciences at ITT Technical Institute in Thornton, Colorado. She also has four years of in-field experience.

Mr. Dennis Steuerwald, Certified Medical Assistant (CMA), is assigned to administer the medical assisting and medical office management programs. He holds a bachelor's degree in psychology from the University of Denver and an associate's degree in medical specialties from CollegeAmerica in Denver. Mr. Steuerwald joined Westwood

College as an adjunct instructor in December 2010 and was later promoted to the position of program chair in December 2011. His prior teaching experience includes three years as lead and adjunct medical instructor at CollegeAmerica in Denver, Colorado. Mr. Steuerwald has five years of in-field experience in area health facilities.

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:

Academic Associate's degree in Health Information Technology

Academic Associate's degree in Healthcare Office Administration

Academic Associate's degree in Medical Assisting

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

Yes No Not Applicable (no rate reported on the 2013 CAR)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (no program graduates)

Academic Associate's degree in Medical Office Management

(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 (no program graduates)

Occupational Associate's degree in Medical Assisting

(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)

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).

Community resources used in the medical programs include field trips, guest speakers, and community services. Students have participated in "The City of Brighton Citizen Emergency Responder Training" (CERT), a program to train community members to assist in rescue, triage, and control in the event of a natural, terrorist-based, or other type of disaster. Students have also participated in breast cancer walks, health fairs, an annual spring carnival, and a school

fundraiser. Sign-in sheets and pictures taken at the events further support the activities. In addition, minutes of advisory committee meetings and signed externship contractual agreements evidenced involvement of community resources in the medical programs.

- 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:

Occupational Associate's degree in Medical Assisting - 6

Academic Associate's degree in Medical Assisting - 0 (no program graduates)

Academic Associate's degree in Health Information Technology - 0 (no program graduates)

Academic Associate's degree in Medical Office Management - 0 (no program graduates)

Academic Associate's degree in Medical Office Administration - 0 (no program graduates)

How many calls to employers or graduates were successful?

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

Occupational Associate's degree in Medical Assisting - 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.

All six 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 (Skip to question 9.24)

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.

The team interviewed students and faculty and reviewed course syllabi to verify out-of-class work by students. Faculty members made available to the team grade books and graded materials submitted by students for review. Students were interviewed and provided access to their homework assignments. Also, program specific binders in the team room provided several samples of homework assignments for each medical 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 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 OCCUPATIONAL ASSOCIATE'S AND ACADEMIC ASSOCIATE'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
- 9.28 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 DEGREES ONLY

- 9.29 Are teaching loads reasonable?
 Yes No

FOR 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?
 (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 in the occupational associate's medical assisting program is 9:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No
- 9.33 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
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.35 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)

- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

GENERAL COMMENTS:

The team's visit evidenced sound and well-run medical programs. The program directors and faculty are knowledgeable, caring, and committed to student success. Students interviewed were positive about their programs and had confidence in their abilities to secure post-graduation employment.

9. PROGRAM EVALUATION

Academic Associate's degree in Criminal Justice

Academic Associate's degree in Paralegal

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. Lisa Hopsicker, program chair, is assigned to administer the criminal justice and paralegal programs. Ms. Hopsicker has been in this position since October 2012. She holds a master's degree in social work from Arizona

State University in Tempe and a bachelor's degree in psychology from Hartwick College in Oneonta, New York. She brings to the institution 12 years of law enforcement and victim services experience.

Ms. Hopsicker is assisted with the paralegal program by a lead faculty member, Ms. Judith Bernstein. Ms. Bernstein holds a JD degree from the Thomas M. Cooley Law School in Lansing, Michigan, and a bachelor's degree in professional studies with an emphasis in community development from Pace University in Pleasantville, New York. Ms. Bernstein is licensed to practice law in Florida, New Jersey, and Utah. She brings to the institution over 13 years of legal and teaching 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:

Academic Associate's degree in Criminal Justice

(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)

Academic Associate's degree in Paralegal

(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 (no program graduates)

Bachelor's degree in Criminal Justice: Major in Administration

(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)

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

Note: The institution provided a program placement improvement plan for the bachelor's degree in criminal justice: major in administration program.

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

The criminal justice and paralegal programs utilizes several different types of community resources to enrich the programs. The community resources consist of program advisory committee meetings, field trips, and guest speakers. The team reviewed program advisory committee meeting minutes for April 2014 and November 2013. Also, students participated in the following field trips and guest speaker events:

- Field trips were used to enrich the curriculum and consisted of a tour to the Federal District Court in Denver, Colorado, and a tour of the courtroom of Senior Judge Wiley Y. Daniel, US District Court for the District of Colorado.
- Guest speakers were used to enrich the curriculum and included Dr. Clark Davenport, Rocky Mountain Paralegal Association (RMPA); volunteers from Child Advocate; and Federal Bureau of Prisons personnel from Englewood.

In addition, the institution sponsored a criminal justice symposium covering enforcement, courts, and corrections. The team was provided documentation to verify these activities.

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:

Academic Associate's degree in Criminal Justice - 2

Academic Associate's degree in Paralegal - 0 (no program graduates)

Bachelor's degree in Criminal Justice: Major in Administration - 7

How many calls to employers or graduates were successful?

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

Academic Associate's degree in Criminal Justice - 2

Bachelor's degree 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.

All seven 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 (*Skip to question 9.24*)

- 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.

The team interviewed students and faculty as well as reviewed course syllabi to verify out-of-class work by students. Faculty members provided the team with homework assignments that had been submitted by students and graded. In addition, students interviewed by the team provided access to their homework assignments and provided evidence of graded homework.

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 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

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

Yes No

9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.37 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

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

FOR BACHELOR'S DEGREES ONLY

- 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 acknowledged support for the criminal justice and paralegal programs by the institution.

SUMMARY

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

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
1.	3-1-541	The dental assisting program director is not academically and experientially qualified to teach in the program (page 63).

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*):

Graphic Design and Graphic Design: Major in Game Art Programs:

- Analyze the need for additional printers as well as projectors with higher resolution in the graphics programs (the instructional equipment currently in use is satisfactory but some students and instructors expressed the need for some additional equipment).
- Study the pros and cons of adding typography and business content to the graphic programs (some instructors voiced this need for curriculum revision to expand employment opportunities for graduates).

Dental Assisting Program:

- Add additional dental assisting resources to the learning commons as the program moves forward in the curriculum (i.e. The Dental Assisting Journal).
- Encourage Ms. Susan Cotton, dental assisting adjunct instructor, to complete the Dental Assisting National Board (DANB), take continuing education courses related to dental assisting, or document her dental assisting experience to enable her to teach the dental assisting clinical courses. (Ms. Cotton has over seven years experience as a dental hygienist. However, following a review of her academic credentials, continuing education courses, faculty development plan, and data sheet, evidence could not be found to demonstrate that she has the academic preparation or experience necessary to teach future dental assisting clinical courses.)

Medical Programs:

- Review the MEDI299 Externship syllabus and consider revising the teaching strategies, research, and grading sections to better reflect current procedures (the review of student files revealed possible differences between the medical externship syllabus and current procedures being followed).



REEVALUATION VISIT REPORT

LE CORDON BLEU COLLEGE OF CULINARY ARTS

1315 Mendota Heights Road

Mendota Heights, MN 55120

ACICS ID Code: 00038353

Mr. David Peterson, Interim Campus Director (DPeterson@msp.chefs.edu)
acicsinfo@msp.chefs.edu

MAIN CAMPUS

Le Cordon Bleu College of Culinary Arts

600 SW 10th Avenue, Suite 400

Portland, OR 97205

ACICS ID Code: 00038375

June 2-3, 2014

Dr. Burton S. Kaliski	Chair and Educational Activities Specialist	Southern New Hampshire University retired	Manchester, NH
Dr. Robert Palmatier	Student-Relations and Library Specialist	Warren Allen Educational Services, LLC	Frederiksted, VI
Mr. Chad Hartman	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
LE CORDON BLEU COLLEGE OF CULINARY ARTS
MENDOTA HEIGHTS, MN***

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	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Associate's of Applied Science	Academic Associate's	Le Cordon Bleu Culinary Arts	107	166	75.00 %	70.00 %	84.10 %	73.47 %
Certificate	Certificate	Le Cordon Bleu Culinary Arts	55	108	74.17 %	78.00 %	73.12 %	62.22 %
Associate's of Applied Science	Academic Associate's	Le Cordon Bleu Patisserie and Baking	111	66	82.66 %	66.00 %	89.33 %	61.34 %
Certificate	Certificate	Le Cordon Bleu Patisserie and Baking	55	43	80.51 %	72.00 %	79.00 %	33.33 %

383

* None of the four programs were reviewed as all are accredited by The Accrediting Commission of the American Culinary Federation Education Foundation through June 30, 2017.

INTRODUCTION

Le Cordon Bleu College of Culinary Arts, Minneapolis/St. Paul campus (MSP) has been in existence since 1999. It began when Brown College in Mendota Heights began by offering a Le Cordon Bleu Culinary program, the first in North America. It was initially a certificate program and expanded to associate's degree programs in culinary arts in 2002 and patisserie and baking in 2003. Brown College offered these programs through January, 2005 when it transferred the programs to the current campus of Le Cordon Bleu.

The campus in MSP is one of Le Cordon Bleu's 12 campuses in North America and 30 in the world. It serves the Twin Cities area with its metropolitan area population of nearly 4,000,000. The student population on campus is 53% female and 47% male. Of the student body, 76% are listed as Caucasian with an age range of 18 to 60. The majority of students range from 20 to 29 years of age. Among the students, 72% are in the culinary arts programs; 28% in the patisserie and baking programs.

The campus has had good retention rates and less than desirable placement rates in 2012 and 2013. It has also experienced a tremendous drop in enrollment over the past two years to about half of what it was in 2012.

An unusual aspect of the visit was viewing an atypical leadership structure which is in place at some Le Cordon Bleu campuses and is planned to be in place system wide. The structure is that of a market president, rather than a campus president. For example, the Northwest area market consisting of the Seattle, Washington and Portland, Oregon locations has a single president housed on the Portland campus, with a director only on the Seattle campus. The plan for the MSP campus is to be part of the Chicago market, with the market president on that

Chicago campus and a director only on the MSP campus. The MSP campus had only an interim director at the time of the visit, not a campus president. The interim director had been in place for only four weeks at the time of the visit and was also serving in the role of director of admissions. In the judgment of the team, while this dual role is not ideal, it works for the campus in this time of transition, particularly in light of the very effective leadership team that is in place on the campus and the single focus of its programs.

The team experienced a very positive visit in a beautiful facility with excellent food. There are no areas of non-compliance reported by the team.

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 Le Cordon Bleu College of Culinary Arts 2014-2015 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

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed. Stated learning outcome used by the campus and reported in the CEP include course final grades and SAP. The baseline for acceptable course final grades is for fewer than 10% of final grades to be D or F. The baseline for SAP is for SAP early warning students to be less than 3% of the student population.

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.

To meet placement goals, the campus is undertaking several activities. Three key activities are the following: increase instructor involvement in preparing students for the job market in terms of both technical and soft skills; increase the role of the advisory board in finding job openings; stress the role of career services in the placement process to students.

To meet retention goals, the campus is undertaking several activities. Three key activities are the following: increase teaching methodology presentations as part of in-service education for the faculty; emphasize the process of keeping all staff members engaged with students; having the admissions counselors follow-up on students from day one.

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 senior leadership team on the campus meets weekly to review the CEP and to monitor its effectiveness. The members of this leadership team are: the director of admissions, the director of education, the business operations manager, the director of career services, the lead instructor, and the facilities and procurement manager. The leader of the team is the campus director, Mr. David Peterson, currently serving in an interim role as campus director. Mr. Peterson's nine-year term at the MSP campus has given him the experiential background for leadership of the CEP group.

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:

The CEP is a well thought out and well written document. The CEP committee members should be commended for their efforts.

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. David Peterson is responsible for the financial oversight of the campus. He holds the title of interim director, a position that he has held for only four weeks. He has been with Le Cordon Bleu since 2005, working in the admissions area and has been the director of admissions on the MSP campus since 2008. Due to the sudden departure of the campus president, Mr. Peterson was appointed as interim director of the MSP campus. Mr. Peterson earned a bachelor's degree in biology and chemistry from the University of Wisconsin - Superior. His experience working with the MSP campus is the basis for his serving in the interim director role. He is qualified to serve in this role.

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. David Peterson is the on-site administrator. As previously stated, he holds the title of interim director, a position that he has held for only four weeks. He has been with Le Cordon Bleu since 2005, working in the

admissions area and has been the director of admissions on the MSP campus since 2008. Due to the sudden departure of the campus president, Mr. Peterson was appointed as interim director while also maintaining the position of director of admissions. This is a temporary situation with documentation reviewed by the team to show that the search is on for a market president who will have responsibility for leadership of the MSP campus. Mr. Peterson earned a bachelor's degree in biology and chemistry from the University of Wisconsin - Superior. His experience working with the MSP campus is the basis for his serving in the interim director role. He is qualified to serve in this role at this transition time.

- 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?
While on site, the team reviewed 43 academic files for students categorized as active, graduated, and withdrawn. In addition, eight financial aid 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. David Peterson, senior director of admissions, is responsible for oversight of student recruitment at the campus. As stated, he holds a bachelor's degree in biology from the University of Wisconsin - Superior. He has been employed in admissions at Le Cordon Bleu since 2005.

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?

By interviewing admission staff members, reviewing material in the catalog, and examining student files, the team found the recruiting process to be ethical and compatible with the educational objectives for 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*)
- 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) are published on pages 77-80 in the current Le Cordon Bleu catalog and in a catalog addendum dated June 3, 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 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)

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. Cindy Kidwell, associate registrar, shares responsibility for administration of SAP with the director of education, Chef Steven Shapley. Ms. Thompson holds a bachelor's degree in business administration from Saint Mary's University in Winona, Minnesota. She began work at Le Cordon Bleu in 2008 after working for five years in enrollment services at a local community college. Chef Steven Shapley, director of education, also is responsible for monitoring SAP and for managing services to assist students experiencing academic difficulty. He holds a bachelor's degree in English from Ottawa University in Ottawa, Kansas, and a master's degree in management from the College of Saint Scholastica in Duluth, Minnesota. Mr. Shapley has worked at Le Cordon Bleu since 2003 and assumed his current position in January 2013, after serving as a chef instructor and lead instructor. Prior to beginning his career in culinary education, he worked 15 years in the culinary industry.
- 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. Amber Ganyaw, business operations manager, is responsible for managing financial functions including Title IV student aid. While this does include administration of Minnesota State Grants, she does not supervise the typical Title IV financial aid functions. In fact, the administration of financial aid, including the original and renewal application processes, counseling on repayment, and refunds, is managed from the Chicago-based corporate location employing cyber links to computer workstations located in the business office area. Ms. Ganyaw has worked at Le Cordon Bleu for eleven years in positions including tuition planner and student finance representative prior to her present position.

- 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 provides regular training for advisors as they begin employment and continues to provide updates through web-based training hosted by corporate financial aid specialists. Weekly corporate conference calls, email updates, and attendance at conferences further assist the financial aid staff to stay 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 campus provides tutorial services as part of the learning resources program. Also, the career services office provides assistance with resume and cover letter development as part of their support of the job application process. Faculty members, the director of education, the associate registrar, and members of the administrative team provide academic, personal, and career counseling.
- 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. Kianna Ramos, director of career services, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in community health education from the University of Minnesota in Duluth, and a master's degree in education from the University of Minnesota in

St. Paul. Before joining Le Cordon Bleu in her current position, in 2007, she worked as a public school culinary instructor for three years and in public health education positions for six 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 663.
 The ending enrollment reported on the previous year's CAR is 663.
- 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.
 During entrance and exit interviews students are counseled concerning their student loan repayment obligations. Financial aid counselors also provide students with access to a financial aid portal which includes modules on managing finances, loan repayment, and other general financial information.
- 4.67 Describe the extracurricular activities of the campus (if applicable).
 The career services, admissions, and student services offices host extracurricular activities such as pancake feeds, ice cream socials, culinary competitions, and student council led fundraisers. In addition, participation in student clubs and organizations, such as baking and pastry club, veterans' club, and student council, is encouraged.

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 Steven Shapley is the director of education on the MSP campus of Le Cordon Bleu and is the person who is responsible for overseeing the educational activities of all programs on the campus. He has been with the campus since 2003 and has served in the director of education role since 2007. He also has significant experience in the culinary field. Mr. Shapley earned a bachelor's degree in English from Ottawa University in Ottawa, Kansas and a master's degree in management from the College of St. Scholastica in Duluth, Minnesota. He is also a Certified Culinary Educator and an Approved Certification Evaluator, both certifications received from the American Culinary Federation. He is well qualified for the position of 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.
There is only a single program administrator on the MSP campus, Chef Dennis Cowen. Chef Cowen is given authority to carry out his duties by the director of education, duties that range from observing instructors to organizing tutoring for students in need to being sure that the curriculum is current. He is given a reduced load in order to carry out his duties, a load reduction at times to the point of teaching no classes at all during some quarters.
- 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 numbers of calls were attempted by program:

Academic associate's degree program in culinary arts: 9

Certificate program in culinary arts: 22

Academic associate's degree program in patisserie and baking: 12

Certificate program in patisserie and baking: 13

How many calls to employers or graduates were successful?

The following numbers of calls were successful by program:

Academic associate's degree program in culinary arts: 5

Certificate program in culinary arts: 6

Academic associate's degree program in patisserie and baking: 2

Certificate program in patisserie and baking: 3

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

All successful calls confirmed the placement 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?

Provisions for individual differences among students fall into two categories. The first is in the area of learning and other disabilities. The campus makes appropriate accommodations to comply with federal regulations in this area. The second is in recognizing differences in learning styles among students. This

area is accomplished by direct encouragement of faculty to employ a variety of teaching styles in order to reach students with diverse learning styles.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum evaluation, revision, and change can come from faculty, academic and other administration, and advisory committee members. Most changes flow to the director of education who forwards items deemed necessary to change to the corporate level. If corporate curriculum planners do agree to the changes, they are then implemented at the campus level.
- 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?
Agendas, sign-in sheets, and materials for in-service sessions were viewed by 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
- 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

COMMENDATIONS:

The campus is to be commended for a very strong and versatile program of in-service training. Such training is ongoing, with sessions at the end of each academic cycle during the year. The faculty as a whole are a very well motivated group who are dedicated to the academic and personal success of their students.

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 Le Cordon Bleu College of Culinary Arts facility occupies 70,000 square feet of space in a stand alone building. The campus is located in an office park in Mendota Heights, Minnesota, a suburb of the Minneapolis/St. Paul metropolitan area, near the international airport. The facility has ample lit parking to accommodate students, faculty and staff. The facility has a learning resource center which has multiple computers for student access to the virtual library collection. In addition there are: seven lecture classrooms, ten kitchen and demo classrooms, a mock restaurant, a food storage and intake facility, and administrative offices. In addition to culinary items, the classrooms are equipped with overhead projection equipment. The campus is clean, pleasant and well equipped to serve the culinary programs.

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 Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog and addendum dated June 3, 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

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 radio spots, various print publications, social media, and the campus website.

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 institutional performance data that are published are on time completion rates, graduation rates, median student loan debt, and placement rates.

Where is this information published and how frequently is this information being updated?
This information is published on the institutional website and 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 log in 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
- 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: \$ 8,675.00.
- 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 visit \$ 7,398.00, 85 percent of the annual library budget, had been expended for cyber library resources, 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

- 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.

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?

Ms. Laura A. Rice, regional director of library services, is the librarian. She holds a master's degree in library and information sciences from Dominican University in River Forest, Illinois. Ms. Rice has served in library positions for three years with Career Education Corporation and Le Cordon Bleu. For 26 years prior to that she held positions in human resources, contract sales, design, and technology for businesses and schools. While Ms. Rice does not spend time on-site, she is available for phone calls all business days from 8:00 am until 5:00 pm and can be contacted through email. Corporate librarians are available to students through email, messaging, and online chat from 9:00 am until 9:00 pm seven days a week. Adobe Breeze is used to provide classroom presentations and training to work-study students who serve as the campus library staff.

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

There are no areas of non-compliance.

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*):

Mission:

That the campus specify in writing the additional student learning outcomes that are in use. While only two are listed in the CEP, several more are actually used, such as externship evaluation of specific culinary skills.

Relations with Students:

That job descriptions for management of financial aid be revised to reflect the utilization of the remote system in which students communicate directly with staff in Chicago appears to remove financial aid supervision from the campus responsibility sphere. Since this arrangement seems to serve students well and to meet Title IV regulations, the team advises that this operation be clarified by presentation as a corporate or regional function, similar to management of library services, under the direction of an individual who meets all of the Title IV job qualifications and is responsible for management of all student financial aid functions.

Educational Activities:

That the campus consider offering financial support to faculty for attending and participating in outside professional activities.

That a systematic approach to faculty development plans needs to be developed to ensure that all that faculty do is recorded and documented. Timing of the review of these plans needs to be considered; perhaps a faculty member's plan can be reviewed and a new one designed at the time of his or her annual evaluation.

Educational Facilities:

That students be equipped with the following tools in addition to those already made available in their tool kits: whisk, scissors, rolling pin, and peeler. All are necessary tools of the trade.

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.





ADDITIONAL LOCATION INCLUSION VISIT REPORT

ITT TECHNICAL INSTITUTE
6913 North Ninth Avenue
Pensacola, Florida 32504
ACICS ID Code: 00108251

Mr. Moses Delaney, College Director (MDelaney2@itt-tech.edu)
 regulatory158@itt-tech.edu

MAIN CAMPUS
ITT TECHNICAL INSTITUTE, INDIANAPOLIS
Indianapolis, Indiana
ACICS ID Code: 00016040

June 18-19, 2014

Dr. Tommy Mosley	Chair	Alabama State Department of Education-Retired	Boaz, AL
Dr. Rick Murphree	Student-Relations Specialist	Effectual Business Services-Consultant	Eagle, ID
Mr. Mathew George	Educational Activities and Library	National College-Chair of Business Administration	Salem, VA
Dr. David Sohn	Network Systems Administration Specialist	iGlobal University-President and CEO	Annadale, VA
Mr. Al Nikroo	Drafting and Design Specialist	Westwood College-Program Chair	Anaheim, CA
Mr. Kenneth Markowitz	Electrical Engineering Specialist	New York City College of Technology-Professor	Wantagh, NY
Ms. Frenika Rivers	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
ITT TECHNICAL INSTITUTE
PENSACOLA FLORIDA**

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.
Associate of Science degree	Academic Associate's degree	Drafting and Design	1098	93	23/6	100%	N/A	N/A	N/A
Associate of Science degree	Academic Associate's degree	Electrical Engineering Technology	1058	93	53/11	84.48%	N/A	N/A	N/A
Associate of Science degree	Academic Associate's degree	Network Systems Administration	1109	93	92/9	82.54%	N/A	N/A	N/A
TOTAL ENROLLMENT					168/26				

INTRODUCTION

The ITT Technical Institute in Pensacola, Florida, is one of a nationwide system of technical institutes operated by ITT Educational Services, Inc., (ITT/ESI) located in Carmel, Indiana. Each individual campus supports a common mission. The Pensacola campus began offering classes on December 10, 2012. The students that began the first classes are entering their last quarter of work. Currently the campus offers associate degrees in Drafting and Design, Electrical Engineering Technology, and Network System Administration. The majority of the students enrolled are from the Pensacola and panhandle region of Florida. Pensacola has a population of 51,923. The city is home of The Naval Air Station Pensacola and its Flight Demonstration Squadron, the Blue Angels. The census indicates 194 students are currently enrolled. All classes are taught during the evening hours. Males compose 74.2 percent of the student population, 21.5 percent are females and 4.3 percent were undisclosed. Approximately 34 percent reported their ethnicity as Caucasian or White, 28 percent as African-American or Black, 3 percent as Hispanic, 2 percent as American Indian or Alaskan Native, and 32 percent undisclosed. The age range falls into non-traditional postsecondary age ranges with 61 students between ages 31-40 and 45 between the ages of 26-30. The campus has 38 students over the age of 41.

The Pensacola campus of ITT Technical Institute has been in operation for less than two years and has made exceptional progress in establishing a quality program. The commitment to excellence is evident in all aspects of its operation. The administration, faculty, and staff have provided a strong foundation for the future.

1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The campus mission state is published on the inside front cover of the 2014-2015 campus catalog, dated April 23, 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 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 primary sources of data for evaluating and analyzing student learning outcomes include the following: capstone courses; capstone assessment data; student engagement; student success; and, licensure pass rates. Each outcome is assessed by collection and analysis of key indicators of success. After a thorough review of the results, goals and initiatives are identified and implemented.

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 an overall retention goal of 80 percent and identified multiple activities to meet this goal. Key activities include the following: creation of a Manager on Duty (MOD) office to assist students with issues they might have; a schedule was created for key committee members to go into all Electrical Engineering classrooms to do presentations intended to motivate and inspire students to stay in school and graduate; look at best practices from other ITT Technical Institutes to develop initiatives to improve student attrition results; identification of potentially high-risk students; and, maintenance of a watch list of students with excessive tardiness and/or absences.

The campus has established an overall placement goal of 70 percent. Placement is a top priority at the campus. It is the goal to secure the best placement possible in the respective graduate's field of study. Additional goals and initiatives related to student placement will be established once graduates are realized.

- 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 Effectiveness Plan (CEP) team consists of Mr. Moses Delaney, college director, dean, directors of finance, recruitment, and career services, registrar, systems support technician, and faculty representatives from each school of study. It is the ultimate responsibility of the college director to ensure the implementation and ongoing review of the plan. Mr. Delaney holds a bachelor's degree in business administration from Troy University and a master's degree in education from Strayer University. He has over nine years of experience in executive level operations with an emphasis in managing financial aid, admissions, student accounts, career services, and education.
- 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)

GENERAL COMMENTS:

The college director and CEP team are committed to ensuring all CEP activities are implemented and monitored. The visiting team was appreciative of the organization and contents of the CEP.

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. Moses Delaney, college director, is responsible for the financial oversight of the campus. As previously noted, Mr. Delaney has over nine years of experience at the administrative level. He served as executive director, campus president, and school director at three different proprietary schools before joining ITT in October of 2012.

GENERAL COMMENTS:

The administrative function is appropriate for the campus.

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. Moses Delaney is the on-site administrator. In addition to the credentials previously noted, Mr. Delaney has served as college director for the campus since it opened in 2012. In addition to his work in the education field, he served in the U.S. Air Force for four years. Mr. Delaney attended the ACICS accreditation workshop in February of 2014.

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

GENERAL COMMENTS:

The administrative functions are coordinated and operating effectively to serve the educational mission of the campus. The college director and his administrative team are experienced leaders and are committed to maintaining the many positive traditions of ITT Technical Institute.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 21 files at ITT Technical Institute, Pensacola campus. One of the files contained an example of satisfactory academic progress probation. This was the only student on probation at the time of the visit. One file contained evidence of transfer of credit 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?

Ms. Kathleen Getchell is the director of recruitment and is responsible for the oversight of student recruitment. Ms. Getchell has been with this campus since it opened in 2012 and has been with ITT Technical Institute since 2010 at other locations. She has an associate's in liberal arts from Tulsa Community College in Tulsa, Oklahoma. She has a bachelor's degree in economics from Langston, University in Langston, Oklahoma. Ms. Getchell also has a master's degree in management from Southern Nazarene University in Bethany, Oklahoma.

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?

Following interviews with the director of admissions and an admissions representatives, the team determined the recruiting process for new students is ethical and compatible with the educational objectives of ITT Technical Institute, Pensacola, Florida, campus. During the prospective students initial interview, the admission representatives share detailed information on the mission statement, program curricula, tuition and fees and services provided to students through a multimedia presentation. The prospective student is also interviewed by the director of admissions to assist in determining if ITT Technical Institute, Pensacola campus, is a good fit for the student. Potential students do 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

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 policy is published on pages 28-31 in the 2014-2015 catalog volume nine.

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?
 The campus dean, Mr. Wayne Smouse, is responsible for the administration of satisfactory academic progress at the campus. He has a bachelor's degree in aviation science from Embry-Riddle Aeronautical University in Daytona Beach, Florida, and a master's degree in public management from Carnegie-Mellon University in Pittsburg, Pennsylvania. He joined ITT Technical Institute last December as an adjunct instructor at the Tarentum Pennsylvania campus, and was appointed dean at the Pensacola campus two months ago. Prior to this he was the director of information sciences at Penn State University. He has also developed training programs for organizations including IBM, Oracle, the National Security Agency, and the Federal Bureau of Investigation.
- 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. Tariva M. Smith is the director of finance and is responsible on-site for administering student financial aid. Ms. Smith has an associate's degree in communications from East Mississippi Community College in Mayhew, Mississippi. She also has a bachelor's degree in communications studies from University of Montevallo in Montevallo, Alabama. She has been with the campus since it's opening in 2012 and with ITT Technical Institute since 2010.

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 stays current with regulation and policy changes in financial aid through web-based trainings provided by the corporate office to remain current with regulatory changes. Additionally, Ms. Smith, director of finance, is a current member of the Florida Association of Student Financial Aid Administrators (FASFAA).

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 ITT Technical Institute, Pensacola campus, include: student orientation; academic advising; academic tutoring; referral services; and, employment services (i.e. job fairs, etc).

- 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. Michael Adams is the director of career services and is responsible for the oversight of counseling students on employment opportunities. Mr. Adams has an associate's degree in psychology from Lon Morris College in Jacksonville, Texas. He also has a bachelor's degree in psychology from Southwestern University in Georgetown, Texas. Additionally, he has a master's degree in counseling from St. Mary's University in San Antonio, Texas. Mr. Adams has been with the campus since the opening in 2012. Previously he was in recruiting with different organizations.
- 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 N/A
 The ending enrollment reported on the previous year's CAR is 107
- 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.
 Since the campus has not had any graduates as of yet, the following is the process the campus will use. The financial aid department provides an entrance loan counseling session, advising students on their loan repayment obligations. Students with unsubsidized/subsidized direct loans complete exit counseling through the studentloans.gov website. Students are also required to log into the National Student Loan Database System (NSLDS) to view their loan information.
- 4.67 Describe the extracurricular activities of the campus (if applicable).
 ITT Technical Institute, Pensacola campus, is very involved in extracurricular activities throughout the community. The students volunteer at the Boys and Girls Club and local schools in their networking departments. Additionally, the campus is a member of the Electronics Technicians Association (ETA) and an approved testing site for them. The students actively participate in activities with the ETA.

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 campus dean, Mr. Wayne Smouse, oversees all educational activities at the campus. He has a bachelor's degree in aviation science from Embry-Riddle Aeronautical University, Daytona Beach, Florida, and a master's degree in public management from Carnegie-Mellon University, Pittsburgh, Pennsylvania. He joined ITT Technical Institute last December as an adjunct instructor at the Tarentum, Pennsylvania campus, and was appointed dean at the Pensacola campus two months ago. Prior to this, he was the director of information sciences at Penn State University. He has also developed training programs for many organizations including IBM, Oracle, the National Security Agency, and the Federal Bureau of Investigation.
- 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 dean and the chair of the school of Network Systems Administration share authority and responsibility for the development and administration of academic programs. They hold monthly faculty meetings which include programmatic topics. ITT's corporate national chairs and national curriculum committees also collaborate with the school chair and dean in program development. The team was able to review minutes of these meetings in the corporate meetings binder. The dean and chair also have authority on hiring and class scheduling at the campus.
- 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*)
- 5.14 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 makes provisions for individual differences among students in a number of ways. Students enrolling with previous college credits can receive transfer credit in their program of study. Additionally, applicants may request that they be granted credit for demonstrated knowledge and competency by passing a proficiency examination. Below average performers are offered tutoring sessions by both the instructors and student tutors.
- The team was also made aware of a visually handicapped student who was blind in one eye and losing visual acuity in the other. His instructors utilized enlarged presentation slides in the classroom, and the campus was able to obtain audio text books for this student.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
 The campus participates in ITT Technical Institute's structured process for curriculum revision, evaluation, and administration. All faculty have access to the ITT Faculty Portal online through which they can submit their curriculum suggestions. Also, faculty can complete a form at the campus level and provide to the school chair or campus dean. ITT has a published policy on the curriculum change process and all faculty are encouraged to use this process. Interviews with faculty confirmed their involvement in this process.
- 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?
 The campus has sign-in sheets for faculty inservice and there was also evidence provided in the faculty files.
- 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

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).

ITT Technical Institute-Pensacola is located at 6913 North Ninth Avenue, Pensacola, Florida. The campus occupies 19,250 square feet. There are 10 theory rooms, three computer labs, and an electronics lab. The facility has a learning resource center, student lounge with an attached outside patio, and an internet café. There is adequate administrative space available as well as faculty workspace. Ample parking is provided for students and staff. The facility is equipped to accommodate Americans with Disabilities Act (ADA) requirements.

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 2014-2015 Volume nine ITT Technical Institute - Pensacola, Florida, catalog was used during the evaluation. A faculty addendum was also provided, which was updated 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.*)
- 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.*)
- 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 online through its website and through online direct marketing ads. The campus also advertises through direct mail, flyers, and radio advertisements.
- 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 retention and placement rates are reported on the ITT Technical Institute Web site per ACICS standards. Additionally, the campus publishes the percent of students who complete their programs during the normal time period.

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

This information is found in the ITT Technical Institute catalog and on its Web site and is updated yearly.

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 utilizes ITT's continuous assessment strategies for resource and information services by evaluating its academic programs, utilizing faculty input, and input from the campus Learning Resource Center (LRC) Committee. All ITT campuses also contribute to the LRC Annual Report, where each campus submits to the corporate librarian an assessment of the LRC circulation, inventory, and an overall qualitative review of the campus resources. The corporate librarian also has monthly conference calls for members of the LRC Advisory Committee and campus librarians where resources are discussed.

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: \$3,159.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
 The amount of the current budget spent is \$1,439. Of this amount \$425 was spent on the virtual library, \$822 for equipment and \$192 for publications.
- 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 inspire, motivate, and direct student usage of the library resources primarily by including a library assignment in most of the course syllabi. The faculty utilizes the LRC resources themselves in order to become more familiar with the LRC content, thus assisting them to better direct student usage of the LRC resources. The LRC Advisory Committee also makes suggestions through various input resources which are ultimately then are included in course syllabus. The corporate librarian participates in the ITT curriculum committee meetings providing the committee members with valuable support opportunities through the LRC. The corporate staff offers an e-course for its faculty members on basic teaching techniques at ITT, which includes a section on how to utilize the LRC resources to support the course material; and the library has a "Best Practices Portal" which is accessible to all faculty and encourages its faculty to discover better methodologies in order to utilize the LRC.
- 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 full-text online collections available to students include:
- Britannica Online

- Britannica Online provides full-text access to over 75,000 comprehensive articles, pictures, and illustrations contained in Encyclopedia Britannica as well as the spellings, definitions, and synonyms of the words found in Merriam-Webster's Collegiate Dictionary and Thesaurus.
- **Books24x7**
 - The Books24x7 collection of online books offers access to information technology and business related titles selected for reference support of ITT Technical Institute curricula. Each title is full-text and includes the illustrations, charts, and diagrams of the print counterpart. The functionality of online full-text books makes them ideally suited for reference and research. Students are able to quickly search for specific information using keywords, either in a single title or across a group of titles. Search results are ranked by relevancy and hyperlinks are provided to top section hits. The collection consists of approximately 19,000 information technology and business-related titles.
- **eBooks on EBSCOhost**
 - eBooks on EBSCOhost provides access to over 118,000 non-fiction and fiction books that support the college programs.
- **lynda.com**
 - lynda.com provides access to over 2,140 video courses in topics like 3D animation, business software, CAD, computer skills, motion graphics, photography, and web design.
- **Points of View Reference Center**
 - Points of View provides full-text access to over 1,300 pro/con essays on controversial issues ranging from abstinence education to zero tolerance policies and everything in between.
- **ProQuest**
 - ProQuest provides access to over 15,659 full-text journals in the fields of art, business, health & medicine, history, literature, science & technology, and social sciences. Also includes access to ProQuest Newsstand, which provides access to over 1,400 full-text newspapers throughout the world.
- **Statistical Ready Reference**
 - Data-Planet's Statistical Ready Reference provides access to over 30,000 statistical reports (including charts and/or graphs) from a variety of government, educational, and private institutions.
- **STAT!Ref**
 - STAT!Ref provides full-text access to over 450 resources including Stedman's Medical Dictionary, MedCalc3000, AAFP Conditions A to Z, and ICD-9-CM (International Classification of Diseases, Clinical Modification, 9th Edition).
- **EbscoHost**
 - The EbscoHost databases provide access to information on a broad range of general interest topics including business, education, computers, social sciences, nursing, health, humanities, science, and the arts. The Academic Search Elite provides full text for more than 1,200 peer-reviewed journals covering nearly every area of academic study including: social sciences, humanities, education, computer sciences, engineering, physics, chemistry, language and linguistics, arts and literature, medical sciences, and ethnic studies. Business Source Premier database covers management, economics, finance, accounting, international business, and more; it includes many scholarly business journals, peer-reviewed business publications, country economic reports, and industry and company profiles. CINAHL Plus with Full Text is a comprehensive source of full text for nursing and allied health journals and is considered a core resource in the field. SocIndex with Full Text provides access to articles related to sociology, criminal justice, criminology, and ethnic and gender studies.

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 on-site librarian is Mr. Joseph King. He holds a bachelor's degree in psychology and a master's degree in sociology, both from Georgia State University. He also holds a master's degree in information studies from Florida State University. He is on campus Mondays and Wednesdays from 9 am to 9 pm; and Tuesdays, Thursdays and Fridays from 9 am to 3pm.

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

9. PROGRAM EVALUATION

Academic Associate's degree in Electrical Engineering Technology

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. Wayne Smouse, dean, oversees the Electrical Engineering Technology program. Mr. Smouse holds a master's degree in public management from Carnegie-Mellon University in Pittsburgh, Pennsylvania, and a bachelor's degree in aviation science from Embry-Riddle Aeronautical University in Daytona Beach, Florida. Mr. Smouse has over 15 years of experience as a project coordinator and as an instructor. He has taught courses in the information sciences and technology programs at Penn State University. While on-site, Mr. Steven Layfield was appointed the subject matter expert for this program. Mr. Layfield will assist Mr. Smouse on technical matters related to the program. Mr. Layfield holds a master's degree in electrical engineering from the Naval Postgraduate School in Monterey, California, and a bachelor's degree in civil engineering technology from Southern Polytechnic State University in Marietta, Georgia.
- 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).
 Community resources are effectively used in the program. The resources consist of an active Program Advisory Committee which meets twice a year to review or recommend updates to the Electrical Engineering program. In addition, student field trips relevant to electrical engineering technology companies have exposed students to the latest technology innovations. Field trips have included visitations to Gulf Power and Cerex Inc.
- 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)
- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable
- 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
- 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
- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No
- 9.29 Are teaching loads reasonable?

Yes No

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

GENERAL COMMENTS:

The Academic Associate's degree in Electrical Engineering Technology is a two-year program which prepares students to enter the workplace as electrical/electronic technicians, or continue their education for a bachelor's degree. Students are exposed to a wide variety of courses which stress critical thinking, teamwork and life-long learning.

9. PROGRAM EVALUATION

Academic Associate's degree in Drafting and Design Technology

- 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. Wayne Smouse, dean, oversees the drafting and design technology program. Mr. Smouse holds a master's degree in public management from Carnegie-Mellon University in Pittsburgh, Pennsylvania, and bachelor's degree in aviation science from Embry-Riddle Aeronautical University in Daytona Beach, Florida. Mr. Smouse has over 15 years of experience as a project coordinator and as an instructor. He has taught courses in the information sciences and technology programs at Penn State University. While on site, Ms. Susan Meredith was appointed the subject matter expert for this program. Ms. Meredith will assist Mr. Smouse on technical matters related to the program. Ms. Meredith is employed as a part-time instructor. She holds a bachelor's degree in interior design from the University of Southwestern in Lafayette, Louisiana. She worked as an architectural assistant for Welsh and Whiteley architects from July 2006 to June 2010. She taught at another ITT Technical Institute before coming to the Pensacola location.
- 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).
There was documented evidence of a program advisory committee meeting in May 2014. Meeting minutes and a sign-in sheet were observed. The program also utilizes guest speakers to encourage students to participate in projects for charity.
- 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)
- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable
- 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

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

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

Yes No

9.29 Are teaching loads reasonable?

Yes No

9.37 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

9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

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

Yes No

9.40 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)

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

9. PROGRAM EVALUATION

Academic Associate's degree in Network Systems 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?
 Mr. Frederick Forehand is the department chair. Mr. Forehand holds a master's degree and a bachelor's degree in network and communication management from DeVry University. He also works at Pensacola State College as a telecommunications network analyst. Prior to joining ITT, he worked at Milcom Systems as a telecommunications technician.
- 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 campus invited a qualified guest speaker on August 8, 2013 and the Program Advisory Committee (PAC) had meetings on the networks systems administration program on April 18, 2013, and May 29, 2014.
- 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)
- 9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
 Yes No Not Applicable
- 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
- 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

- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No
- 9.29 Are teaching loads reasonable?
 Yes No
- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

RECOMMENDATIONS

The evaluation team offers the following recommendations for the campus's consideration.
(These recommendations are not included in the report as seen by the Council)

Drafting and Design Technology

- The team recommends that the campus provide guidance for students to join field related professional organizations to take advantage of their publications and stay current in the industry. Many of these organizations provide opportunities for student members to attend tradeshow, workshops, and fieldtrips. Some of these organizations sponsor guest speakers who are experts in their field and can serve as program advisors. It is also recommended to upgrade the computer aided design software suite to the current version 2014.

Network Systems Administration

- The team recommends that the campus utilize more practical education by conducting more community resource events, such as field trips to businesses related to the courses taught. The campus reduce Mr. Frederick Forehand, NSA department head, teaching load per term by hiring more qualified instructors whose major is directly related to the type of course to be taught.

From: Frenika Rivers <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/B82EEDBDE6A44D38A2CCAD8C993F32B5-FRENIKA RIV>
Sent: 3/11/2015 7:26:11 PM -0400
To: Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-IHarazduk>
Subject: Draft - Policy Discussion Outline -Review of Recruiting procedures
Attachments: Policy Discussion Outline -Review of Recruiting procedures.doc

Just a draft of the recruiting practices review.

Policy Discussion Outline

COMMITTEE: March Policy Meeting/3.13

DATE: March 13, 2015

SUBJECT: List of procedures for a third-party or ACICS-led review of recruiting procedures

STAFF: Frenika Rivers; Ian Harazduk

ISSUE: Should ACICS create a program that periodically reviews ACICS-recruiting procedures?

OVERVIEW: The current criterion does not have any procedures that review recruiting practices of ACICS institutions. During the special workshops in San Juan in late February Title IV fraud was addressed both by a representative from the U.S. Department of Education's Office of Inspector General and an attorney specializing in higher education compliance issues. These presentations highlighted the need for an ACICS-led evaluation program would help the organization better understand recruiting practices and procedures. These reviews could include: secret shoppers, independent audit of recruiting practices, or special visit focuses on recruiting practices.

ANALYSIS: There are a few instances of secret shops being used as an analysis of recruitment and Title IV practices.

Government Accountability Office: Some unethical practices were uncovered in a 2010 secret shopper investigation by the Government Accountability Office that led in to a congressional investigation. Findings included aggressive recruiting practices and unethical explanations of Title IV.

ITT Technical Institute: Used secret shops to monitor recruitment practices. However, this information was used against the institution in a lawsuit filed by the Consumer Financial Protection Bureau in early 2014.

ACCSC: Materials from their March 2014 Institutional Enhancement Workshop call "secret shops" a best practice for institutions to use to monitor recruitment procedures.

One-Stop Career Center: Workforce Investment Boards use secret shops as an evaluation tool for delivery of the promised

March Policy Meeting/3.13

March 13, 2015

Page 2

services. The approach is to evaluate the system and highlight best practices to point out valuable procedures and to also spread the use of those practices.

PROCEURES:

- 1) Select the shopper
 - 3rd party or in-house
- 2) Choose evaluation method/instrument
 - Questionnaire/survey format
 - Summary statements
 - Needs to be easy for evaluators to complete with minimal assistance
 - Evaluation needs to look that standards are being met
- 3) Information for shops has to be collected within a short timeframe to ensure accurate evaluation.

DISCUSSION:

Option 1

Form a task force to determining if ACICS-led secret shops or other reviews for recruitment practices need to be part of the evaluation process outside of scheduled visits.

Option 2

Take no action

RECOMMENDATION:

Option 2

From: Derrick Ware <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/5776530544824229828FB68CF78C350E-DERRICK.WARE>
Sent: 9/23/2015 3:47:28 PM -0400
To: AID Management Team <aidmanagement@acics.org>
Subject: ITT Distance Education Consortium Agreement
Attachments: Consortium Agreement Spokane WA_ITT Tech Online_SP_Round5.doc; 00016074 ITT Technical Institute, Spokane Valley, WA, Consortium Agreeeme...pdf; 051 SPO 09-04-15 (09-08-15) Vol 88 recipio.pdf; IMG_0032.jpg

Good afternoon,

I am visiting ITT Tech in Spokane Valley, WA. Our team has an area of concern with the catalog's disclosure of the Distance Education (DE) consortium agreement. The catalog states on page 30, "*DE courses are delivered online over the Internet through an asynchronous learning network.*", however, ITT-Indianapolis Online Division (ITT Online) is not listed as the host institution for DE anywhere in the catalog and the consortium agreement is not clearly referenced either. This has been addressed with the Campus Director, who has escalated the concern to ITT Corporate. Corporate responded with an draft catalog addendum (not an official one) that identifies ITT Online as the host institution, but does not clearly state that 50% percent of the program must be delivered by the home institution per Criteria(Section 2-2-504(c)). They (ITT) are saying they "can't disclose every detail of the agreement" and stating that ACICS did not mandate the 50% statement.

Attached are the following:

- ITT consortium agreement
- ACICS approval of consortium agreement
- ITT-Spokane Valley Catalog
- Picture of email from corporate

Below is a screenshot of the Online Courses section of the catalog (page 30). The picture of email (IMG_0032) has a highlighted paragraph under the Online Student Preparations that is not included in the actual catalog (see below).

ITT Corporate believes the information disclosed in the catalog is sufficient, but our team does not believe the consortium agreement is fully disclosed and plan to include this as a finding unless you decide that ITT is correct in their interpretation of the consortium-agreement approval. Please advise.

Derrick

051 SPO 09-04-15 (09-08-15) Vol 88 recio (3).pdf (SECURED) - Adobe Acrobat Pro

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distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion.

In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are sent to the student. These materials may include course syllabus, textbook, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort group for each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.

Any student who is registered to take a distance education course will be assigned a unique login identifier and prompted to create a unique password. The unique login identifier and instructions on how to create a unique password will be sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at <http://www.itt-tech.edu/privacy.cfm/>. A student will not be charged any fees for verifying the student's identity.

Online Student Preparation - Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the online student preparation, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

Student Equipment - The student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education courses in any program that is taught online over the Internet. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and printer), software, Internet service and e-mail account ("Student Equipment"). In order to assist students whose access to their Student Equipment is disrupted, the school will, from time to time in its discretion, make available certain computers, associated peripheral equipment and Internet access at the school for use by those students.

3:13 PM
9/23/2015





OUR MISSION

ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities.

The institution offers career-related educational programs that integrate lifelong learning with knowledge and skills to help students:

- pursue their personal interests and objectives;
- develop intellectual, analytical and critical thinking abilities;
- and provide service to their communities.

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

ITT Technical Institute **ITT**

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TABLE OF CONTENTS

CURRICULA	2		
SCHOOL OF INFORMATION TECHNOLOGY	2		
INFORMATION SYSTEMS AND CYBERSECURITY	2		
SOFTWARE DEVELOPMENT (Bachelor's Degree)	3		
NETWORK SYSTEMS ADMINISTRATION	4		
SOFTWARE DEVELOPMENT (Associate's Degree)	5		
SCHOOL OF ELECTRONICS TECHNOLOGY	6		
ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY	6		
ELECTRICAL ENGINEERING TECHNOLOGY	7		
SCHOOL OF DRAFTING AND DESIGN	8		
DRAFTING AND DESIGN TECHNOLOGY	8		
INDUSTRIAL ENGINEERING TECHNOLOGY	9		
SCHOOL OF BUSINESS	10		
PROJECT MANAGEMENT AND ADMINISTRATION - PROJECT MANAGEMENT AND ADMINISTRATION OPTION, CONSTRUCTION OPTION, AND INFORMATION TECHNOLOGY OPTION	10		
ACCOUNTING	12		
BUSINESS MANAGEMENT	13		
COURSE DESCRIPTIONS	14		
ONLINE COURSE INFORMATION	30		
COURSE NUMBERING SYSTEM	31		
CREDIT HOUR	31		
CURRICULUM	31		
PROGRAMS AND COURSES OFFERED	31		
HOMEWORK	31		
DIRECTED INDEPENDENT STUDY	31		
MAXIMUM COURSE LOAD	32		
PRACTICUM OR CLINICAL COMPONENT	32		
EXTERNSHIP	32		
ADMINISTRATIVE INFORMATION	32		
ADMISSION	32		
Admission Requirements and Procedures	32		
Late Admission	33		
Credit for Previous Education or Experience	33		
CLASS SCHEDULE	34		
STUDENT CALENDAR	37		
ADMINISTRATION POLICIES	38		
Non-Discrimination and Diversity	38		
Academic Achievement	38		
Grading	38		
Graduation Requirements	38		
Credential	38		
Honors	39		
Academic Transcript	39		
Satisfactory Academic Progress	39		
Evaluation Points	39		
Satisfactory Progress Requirements for Washington			
State Grant Aid Programs	40		
Maximum Time Frame for Completion	41		
Academic Year	41		
Credit Completion Percentage	41		
Student Status	41		
Academic and Financial Aid Probation	42		
Incompletes and Repeats	42		
Readmission	42		
Reestablishing Financial Aid	43		
Non-Credit Courses	43		
Non-Punitive Grades	43		
Appeal	43		
Attendance Requirements	43		
Make-Up Work	44		
Leave of Absence	44		
Program Changes	44		
Withdrawals	44		
Advising	44		
Transfer of Credit	44		
Conduct	45		
Anti-Harassment	46		
Disabled Applicants and Students	46		
Health, Security and Safety	46		
Disclaimer of Warranties	46		
Limitation of Liability	46		
Student Complaint/Grievance Procedure	47		
Resolution of Disputes	47		
Family Educational Rights and Privacy Act of 1974, as Amended	48		
Foreign Student Information	50		
Career Services	50		
Student Handbook	50		
Revisions to Policies and Procedures	50		
Records Retention	50		
TUITION, FEES AND TOOLS	51		
Tuition	51		
Fees	51		
Tools	52		
Alternative Payment Arrangement	52		
		Delinquent Payment	52
		Methods Used to Collect Delinquent Payments	52
		Repeat	52
		FINANCIAL INFORMATION	52
		Cancellation	52
		Refund	53
		Return of Federal Financial Aid	54
		Cancellation and Refund Requests	55
		Return of Washington State Grant Aid	55
		FINANCIAL ASSISTANCE	56
		Federal Financial Aid Administered by the U.S. Department of Education	56
		Federal Pell Grant Program	56
		Federal Supplemental Educational Opportunity Grant ("FSEOG") Program	56
		Iraq and Afghanistan Service Grant Program	56
		Federal Work Study Program	56
		Direct Subsidized Loan Program	57
		Direct Unsubsidized Loan Program	57
		Direct PLUS Loan Program	57
		GI Bill® Education Benefits	58
		Military Tuition Assistance	58
		State Financial Aid	58
		Washington State Grant Aid Programs	58
		Washington SBCTC Opportunity Grant Program	59
		Institutional Scholarships	59
		2015 Fall Scholarship	59
		President's Scholarship	60
		Opportunity Scholarship	60
		FEDERAL AND PRIVATE EDUCATION LOAN CODE OF CONDUCT	62
		Code of Conduct	62
		STUDENT SERVICES	64
		Career Services	64
		Preparatory Offering	64
		Housing Assistance	64
		Student Activities	64
		CAMPUS INFORMATION	64
		History of ITT Technical Institute, Spokane Valley, Washington	64
		Accreditation	64
		Approvals	65
		Memberships	65
		Faculty	66
		Administration	67
		Advisory Committees	67
		Physical Facility Description	68
		Learning Resource Center	68
		Statement of Ownership	68
		ITT Educational Services, Inc. Corporate Officers and Directors	68
		APPENDIX – STUDENT HANDBOOK	69

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The information contained in this catalog was accurate at the time of publication. Following publication, any of the catalog information may change without notice, including, without limitation, the information regarding tuition, fees, costs, class schedules, the student calendar, the program outline, the course descriptions, curricula, faculty, advisory committees, student services, administrative policies, program objectives and career opportunities for graduates of the program.

ITT Technical Institute-Spokane is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes ITT Technical Institute-Spokane to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

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CURRICULA

SCHOOL OF INFORMATION TECHNOLOGY

INFORMATION SYSTEMS AND CYBERSECURITY BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level information systems and cybersecurity. This program introduces students to a variety of topics, such as assessing the security needs of computer and network systems, various computer and network safeguarding solutions, and managing the implementation and maintenance of security devices, systems, procedures and countermeasures.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving information security. The positions may involve the design, configuration, installation and/or maintenance of information technology security systems.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving information systems and cybersecurity.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, network hubs, patch panels, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses*		
-----	Unspecified General Education courses+	27.0
MA3110	Statistics+	4.5
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
SP3450	Social Psychology+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
	Subtotal	54.0
Core Courses		
-----	Unspecified Core courses+** (must include either PM3110 or IS4690)	49.5
IS3110	Risk Management in Information Technology Security+	4.5
IS3120	Network Communications Infrastructure+	4.5
IS3220	Information Technology Infrastructure Security+	4.5
IS3230	Access Security+	4.5
IS3340	Windows Security+	4.5
IS3350	Security Issues in Legal Context+	4.5
IS3440	Linux Security+	4.5
IS3445	Security for Web Applications and Social Networking+	4.5
IS4550	Security Policies and Implementation+	4.5
IS4560	Hacking and Countermeasures+	4.5
IS4670	Cybercrime Forensics+	4.5
IS4680	Security Auditing for Compliance+	4.5
IS4799	Information Systems and Cybersecurity Capstone Project+	4.5
	Subtotal	108.0
Elective Courses		
-----	Unspecified Elective courses+	18.0
	Minimum required credit hours for the Baccalaureate Degree (Grand total)	180.0

+In this program, this(these) course(s) may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Examples of the subject matter included in the Unspecified Core courses are as follows: operating systems; PC technology; network technology; database applications; communications systems; needs assessment; word processing; project administration; project planning; web technology; web programming; information/communication systems; programming languages and software engineering. Courses offered at this school that may satisfy the Unspecified Core course requirement are IS4690, NT1110, NT1210, NT1230, NT1310, NT1330, NT1430, NT2580, NT2640, NT2670, PM3110 and PT1420. The course descriptions for these courses are in the Course Descriptions section of this catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SOFTWARE DEVELOPMENT BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to a variety of skills utilized in entry-level software design, software administration and software development positions. Students will be exposed to knowledge and skills of programming, website design and development, and mobile application design and development.

Career Opportunities - This program offers students an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level programming, application design and software development positions, such as programmer, software engineer, web developer, and application developer.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving software development.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to perform activities in different software development environments with typical platforms that support specific technologies and standards. These platforms are typically comprised of networked computers installed with software development tools. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 15 to 30 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses*		
-----	Unspecified General Education courses+	27.0
MA3110	Statistics+	4.5
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
SP3450	Social Psychology+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
	Subtotal	54.0
Core Courses		
-----	Unspecified Core courses**	54.0
PM3110	Introduction to Project Management+	4.5
SD3120	Programming in Open Source with LAMP+	4.5
PM3140	Systems Analysis+	4.5
SD3140	Introduction to Web Interface Design+	4.5
SD3240	Creating Websites in the LAMP Environment+	4.5
SD3320	Programming in Visual Basic+	4.5
SD3410	Software Testing+	4.5
SD3440	Creating Websites Using ASP.NET+	4.5
SD4550	Application Development Using Visual Studio I+	4.5
SD4555	Development for Web Analytics Applications+	4.5
SD4650	Application Development Using Visual Studio II+	4.5
SD4660	Security in Application Development+	4.5
SD4680	Cloud Computing with Google App Engine and Microsoft Windows Azure+	4.5
SD4799	Software Development Capstone Project+	4.5
	Subtotal	117.0
Elective Courses		
-----	Unspecified Elective courses+	9.0
	Minimum required credit hours for the Baccalaureate degree (Grand total)	180.0

+In this program, this(these) course(s) may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Examples of the subject matter included in the Unspecified Core courses are as follows: computer structure and logic, application design and development, creating Websites and social networking applications and technology. Courses offered at this school that satisfy the Unspecified Core course requirement are NT1110, NT1410, PT1420, SD1230, SD1240, SD1340, SD1420, SD2520, SD2550, SD2650, SD2670 and SD2799. The course descriptions for these courses are in the Course Descriptions section of this catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

**NETWORK SYSTEMS ADMINISTRATION
ASSOCIATE OF APPLIED SCIENCE DEGREE**

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer network systems administration positions. Students will be exposed to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level network systems administration and support positions, such as network administrator, network technician, network specialist, information technology specialist, local area network (LAN) or wide area network (WAN) administrator.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving network systems administration.

Admission Requirements - Refer to the Admission section of this catalog for information relating to the Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, network hubs, patch panels, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
MA1310	College Mathematics II+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
SP2750	Group Theory+	4.5
Subtotal		27.0
Core Courses		
NT1110	Computer Structure and Logic+	4.5
NT1210	Introduction to Networking+	4.5
NT1230	Client-Server Networking I+	4.5
NT1310	Physical Networking+	4.5
NT1330	Client-Server Networking II+	4.5
PT1420	Introduction to Programming+	4.5
NT1430	Linux Networking+	4.5
PT2520	Database Concepts+	4.5
NT2580	Introduction to Information Security+	4.5
NT2640	IP Networking+	4.5
NT2670	Email and Web Services+	4.5
NT2799	Network Systems Administration Capstone Project+	4.5
Subtotal		54.0
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
Subtotal		9.0
Elective Course		
—	Unspecified Elective course+*	3.0
Program Total		93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*Courses offered at this school that satisfy the Unspecified Elective course requirement are GS2745, NT2730, NT2731, NT2732, NT2735 and NT2740. The course descriptions for these courses are in the Course Descriptions section of the catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

**SOFTWARE DEVELOPMENT
ASSOCIATE OF APPLIED SCIENCE DEGREE**

Objectives - This program exposes students to a variety of fundamental skills used in entry-level software development, software analysis and application design positions. Students will be exposed to various aspects of programming, databases, website design and the development of a software product.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that they can use to help them pursue careers in a variety of entry-level programming, application design and software development positions, such as Web developer, systems analyst, database programmer or testing analyst.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving software development.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to perform activities in different software development environments with typical platforms that support specific technologies and standards. These platforms are typically comprised of networked computers installed with software development tools. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
MA1310	College Mathematics II+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
SP2750	Group Theory+	4.5
Subtotal		27.0
Core Courses		
NT1110	Computer Structure and Logic+	4.5
SD1230	Introduction to Application Design and Development+	4.5
SD1240	Creating Websites Using HTML and CSS+	4.5
SD1340	Creating Websites Using HTML5, CSS3 and JavaScript+	4.5
NT1410	Operating Systems+	4.5
PT1420	Introduction to Programming+	4.5
SD1420	Introduction to Java Programming+	4.5
SD2520	Introduction to Database and XML with jQuery+	4.5
SD2550	Application Development Using Java I+	4.5
SD2650	Application Development Using Java II+	4.5
SD2670	Social Networking Applications and Technology+	4.5
SD2799	Software Development Capstone Project+	4.5
Subtotal		54.0
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
Subtotal		9.0
Elective Course		
-----	Unspecified Elective course+*	3.0
Program Total		93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*Courses offered at this school that satisfy the Unspecified Elective course requirement are GS2745 and SD2720. The course descriptions for these courses are in the Course Descriptions section of the catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SCHOOL OF ELECTRONICS TECHNOLOGY

ELECTRICAL ENGINEERING AND COMMUNICATIONS TECHNOLOGY BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level positions in electrical engineering and communications technology. Students will be exposed to a variety of basic electronics and computer principles and technical skills in both theory and practical application in a laboratory environment. Students explore various topics in electrical circuitry, testing, systems analysis and testing, systems maintenance and report preparation.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electronics and computer technology fields.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electrical engineering and communications technology.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: standard electronics test equipment such as multimeters, oscilloscopes, power supplies, signal generators and spectrum analyzers, cabling tools and test instruments and circuit and system simulation software. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 15 to 30 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses⁺		
-----	Unspecified General Education courses+	27.0
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
MA3310	Calculus I+	4.5
MA3410	Calculus II+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
	Subtotal	54.0
Core Courses		
-----	Unspecified Core courses**	45.0
ET3110	Networking and Communications+	4.5
ET3150	Automatic Industrial Control+	4.5
ET3220	Mobile Wireless Technology+	4.5
ET3280	Electrical Machines and Energy Conversion+	4.5
ET3330	Telecommunications Systems and Technology+	4.5
ET3380	Power Electronics+	4.5
ET3430	Fiber Optic Communications+	4.5
ET3480	Power Systems+	4.5
ET4560	C++ Programming+	4.5
ET4580	Green Energy Technology+	4.5
ET4640	Embedded Systems+	4.5
ET4671	Electronic Circuit Analysis+	4.5
ET4771	Electronic Circuit Design+	4.5
ET4799	Electrical Engineering and Communications Technology Capstone Project+	4.5
	Subtotal	108.0
Elective Courses		
-----	Unspecified Elective courses+	18.0
	Minimum required credit hours for the Baccalaureate degree (Grand total)	180.0

+In this program, this(these) course(s) may be taught either completely in residence at the school, completely online over the internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Examples of the subject matter included in the Unspecified Core courses are as follows: basic electronics and devices; digital electronics, computer technology; and electronic systems. Courses offered at this school that may satisfy the Unspecified Core course requirement are ET1210, ET1220, ET1310, ET1410, ET2530, ET2560, ET2640, ET2750, NT1110 and NT1210. The course descriptions for these courses are in the Course Descriptions section of this catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

ELECTRICAL ENGINEERING TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level electrical and electronics technician positions. Students are exposed to the theory of various electronics and electrical circuitry in a classroom environment and to various techniques and applications in a laboratory environment.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electrical and electronics engineering technology positions, such as electronics technician, service technician, telecommunications technician and engineering technician.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electrical engineering technology.

Admission Requirements - Refer to the Admission section of this catalog for information relating to the Admission Requirements and Procedures for this program.

School Equipment - In laboratory, students typically work in teams. Students will have the opportunity to use the following school equipment as required throughout the program: computers, applications programs relevant to the field, standard hand tools and various pieces of test equipment which include the multimeter, power supply, oscilloscope and signal generator. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
MA1310	College Mathematics II+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
PH2530	Physics+	4.5
SP2750	Group Theory+	4.5
	Subtotal	31.5
Core Courses		
NT1110	Computer Structure and Logic+	4.5
ET1210	DC-AC Electronics+	4.5
NT1210	Introduction to Networking+	4.5
ET1220	Digital Fundamentals+	4.5
ET1310	Solid State Devices+	4.5
ET1410	Integrated Circuits+	4.5
ET2530	Electronic Communications+	4.5
ET2560	Introduction to C Programming+	4.5
ET2640	Microprocessors and Microcontrollers+	4.5
ET2750	Programmable Logic Controllers+	4.5
ET2799	Electrical Engineering Technology Capstone Project+	4.5
	Subtotal	49.5
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
	Subtotal	9.0
Elective Course		
-----	Unspecified Elective course+*	3.0
	Program Total	93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*Courses offered at this school that satisfy the Unspecified Elective course requirement are ET2760, GS2745 and NT2710. The course descriptions for these courses are in the Course Descriptions section of the catalog.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SCHOOL OF DRAFTING AND DESIGN

DRAFTING AND DESIGN TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level computer aided-drafting (CAD) and design positions. Students are exposed to CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms and records. Students will be exposed to both classroom theory and laboratory projects.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level positions involving drafting and design, and may include mechanical drafting and design, Building Information Modeling (BIM), architectural drafting and design, parametric modeling, civil drafting and design and structural detailing.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving drafting and design technology.

Admission Requirements - Refer to the Admission section of this catalog for information relating to the Admission Requirements and Procedures for this program.

School Equipment - Throughout the program students will use portable drafting tables and parallel edges. The CAD laboratory is equipped with computers, design software and plotters. Students regularly use smaller tools such as drafting instruments, scales and calculators. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 15 to 35 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
MA1310	College Mathematics II+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
PH2530	Physics+	4.5
ES2555	Survey of Economics+	4.5
Subtotal		31.5
Core Courses		
DT1110	Introduction to Drafting and Design Technology+	4.5
DT1210	Rapid Visualization Techniques+	4.5
DT1230	CAD Methods+	4.5
DT1320	Building Information Modeling (BIM)+	4.5
DT1325	Sustainability in Design+	4.5
DT1410	Materials and Processes in Design+	4.5
DT1430	Parametric Modeling+	4.5
DT2510	Advanced CAD Methods+	4.5
DT2520	3D Civil Drafting+	4.5
DT2630	3D Modeling and Visualization+	4.5
DT2799	Drafting and Design Technology Capstone Project+	4.5
Subtotal		49.5
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
Subtotal		9.0
Elective Course		
-----	Unspecified Elective course+*	3.0
Program Total		93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*Courses offered at this school that satisfy the Unspecified Elective course requirement are GS2745 and DT2740. The course descriptions for these courses are in the Course Descriptions section of the catalog

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

**INDUSTRIAL ENGINEERING TECHNOLOGY
ASSOCIATE OF APPLIED SCIENCE DEGREE**

Objectives - This program exposes students to a variety of fundamental skills utilized in entry-level industrial and manufacturing positions. Students will be exposed to various aspects of optimization, human factors, economic analysis, industrial processes, industrial planning procedures, computer applications, and report and presentation preparation.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue employment in a variety of entry-level positions that utilize various aspects of industrial engineering technology in both service and manufacturing organizations, such as industrial engineering technician, quality technician, test technician and manufacturing technician.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving industrial engineering technology.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 15 to 30 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
MA1310	College Mathematics II+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
PH2530	Physics+	4.5
ES2555	Survey of Economics+	4.5
	Subtotal	31.5
Core Courses		
IE1110	Introduction to Industrial Engineering Technology+	4.5
IE1210	Manufacturing Processes+	4.5
IE1215	Basic Industrial Engineering Graphics+	4.5
IE1310	Work Measurements+	4.5
IE1320	Lean Manufacturing+	4.5
IE1410	Human Factors+	4.5
IE1420	Statistical Process Control+	4.5
IE2510	Industrial Safety+	4.5
IE2515	Facilities Design+	4.5
IE2620	Cost Estimating+	4.5
IE2799	Industrial Engineering Technology Capstone+	4.5
	Subtotal	49.5
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
GS2745	Advanced Strategies for the Technical Professional+	3.0
	Subtotal	12.0
	Program Total	93.0

+In this program, this(these) course(s) may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

SCHOOL OF BUSINESS

PROJECT MANAGEMENT AND ADMINISTRATION - PROJECT MANAGEMENT AND ADMINISTRATION OPTION, CONSTRUCTION OPTION, AND INFORMATION TECHNOLOGY OPTION BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level project management and administrative positions. Students will be exposed to a variety of skills relating to planning, organizing, implementing, leading and controlling the work of a project to meet the goals and objectives of the organization. The program explores various areas of the Project Management Body of Knowledge (PMBOK®).

The Project Management and Administration option of the Project Management and Administration program helps students understand the project planning process, including the project life cycle, requirements and scope and quality assurance plans. Core competencies include tools and techniques used in project management for planning, scheduling and creating strategies to identify risks and quantify their impact.

The Construction option of the Project Management and Administration program exposes students to a variety of techniques utilized to manage, coordinate and supervise the construction process from concept development through project completion on timely and economic bases.

The Information Technology option of the Project Management and Administration program helps students understand how to apply principles of information technology, computer systems management and business operations to the planning, management and evaluation of information technology in organizations.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level project management and administration positions.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computer systems, project scheduling and construction estimating software, computer graphics software, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 15 to 30 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline - This program of study offers three options of coursework for a student to pursue. All of the courses (as such courses may be revised or modified from time to time by the school in its discretion) in one of the following options must be successfully completed.

Project Management and Administration Option

Course Number	Course	Credit Hours
General Education Courses*		
-----	Unspecified General Education courses+	22.5
MA3110	Statistics+	4.5
PY3150	Psychology+	4.5
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
SP3450	Social Psychology+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
	Subtotal	54.0
Core Courses		
-----	Unspecified Core courses+** (must include MG4650 or PM4790)	49.5
BU3110	Business Negotiation+	4.5
PM3110	Introduction to Project Management+	4.5
FN3140	Accounting and Finance for Business+	4.5
PM3220	Project Communication and Documentation+	4.5
PM3225	Project Management Tools and Techniques+	4.5
BU3315	Quantitative Analysis+	4.5
PM3320	Project Cost and Budget Management+	4.5
PM3325	Project Quality Management+	4.5
PM3420	Procurement and Contract Management+	4.5
PM4530	Management of Global Projects+	4.5
PM4620	Project Risk Management+	4.5
PM4799	Project Management and Administration Capstone Project+	4.5
	Subtotal	103.5
Elective Courses		
-----	Unspecified Elective courses+	22.5
Minimum required credit hours for the Baccalaureate degree (Grand Total)		180.0

Construction Option

Course Number	Course	Credit Hours
General Education Courses*		
-----	Unspecified General Education courses+	22.5
MA3110	Statistics+	4.5
PY3150	Psychology+	4.5
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
SP3450	Social Psychology+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
	Subtotal	54.0
Core Courses		
-----	Unspecified Core courses+** (must include PM4650 or PM4790)	49.5
PM3110	Introduction to Project Management+	4.5
PM3150	Construction Techniques+	4.5
PM3220	Project Communication and Documentation+	4.5
PM3225	Project Management Tools and Techniques+	4.5
PM3320	Project Cost and Budget Management+	4.5
PM3325	Project Quality Management+	4.5
PM3420	Procurement and Contract Management+	4.5
PM3450	Building Codes+	4.5
PM4530	Management of Global Projects+	4.5
PM4550	Construction Cost Estimating+	4.5
PM4620	Project Risk Management+	4.5
PM4797	Project Management and Administration--Construction Option Capstone Project+	4.5
	Subtotal	103.5
Elective Courses		
-----	Unspecified Elective courses+	22.5
Minimum required credit hours for the Baccalaureate degree (Grand Total)		180.0

Information Technology Option

Course Number	Course	Credit Hours
General Education Courses*		
-----	Unspecified General Education courses+	22.5
MA3110	Statistics+	4.5
PY3150	Psychology+	4.5
SS3150	Research Methods+	4.5
EN3220	Written Analysis+	4.5
SP3450	Social Psychology+	4.5
HU4640	Ethics+	4.5
SC4730	Environmental Science+	4.5
	Subtotal	54.0
Core Courses		
-----	Unspecified Core courses+** (must include MG4650 or PM4790)	49.5
PM3110	Introduction to Project Management+	4.5
PM3140	Systems Analysis+	4.5
PM3220	Project Communication and Documentation+	4.5
PM3225	Project Management Tools and Techniques+	4.5
PM3320	Project Cost and Budget Management+	4.5
PM3325	Project Quality Management+	4.5
PM3420	Procurement and Contract Management+	4.5
PM3440	Project Management for Information Technology+	4.5
PM4530	Management of Global Projects+	4.5
PM4540	Managing Software Development Projects+	4.5
PM4620	Project Risk Management+	4.5
PM4795	Project Management and Administration--Information Technology Option Capstone Project+	4.5
	Subtotal	103.5
Elective Courses		
-----	Unspecified Elective courses+	22.5
Minimum required credit hours for the Baccalaureate degree (Grand Total)		180.0

+In this program, this(these) course(s) may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*General Education courses include courses in the humanities, composition, mathematics, the sciences and the social sciences. The Unspecified General Education courses must include at least one course in each of the following categories: the humanities, composition, mathematics and the social sciences. Refer to the Course Descriptions section of this catalog for the general education category pertaining to each general education course.

**Unspecified Core courses may be accumulated from one selected discipline of study relating to the student's career path.

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

ACCOUNTING**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Objectives - The program exposes students to fundamental knowledge and skills utilized in entry-level accounting. Students will be exposed to a variety of skills used to provide technical administrative support to professional accountants and other financial management personnel. Students are introduced to a variety of accounting topics, including posting transactions to accounts, record-keeping systems, accounting software operation and general accounting principles and practices.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level accounting and bookkeeping positions.

Admission Requirements - Refer to the Admission section of this catalog for information relating to Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computers, pertinent software, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
ES2550	Microeconomics+	4.5
ES2560	Macroeconomics+	4.5
	Subtotal	27.0
Core Courses		
BU1110	Introduction to Business+	4.5
AC1220	Accounting Principles I+	4.5
AC1320	Accounting Principles II+	4.5
MG1350	Fundamentals of Supervision+	4.5
BU1410	Management Information Systems+	4.5
AC1420	Financial Accounting+	4.5
AC2520	Tax Preparation+	4.5
AC2620	Fundamentals of Managerial Accounting+	4.5
BU2620	Fundamentals of Business Communications+	4.5
FN2640	Fundamentals of Finance+	4.5
AC2720	Cost Accounting+	4.5
AC2799	Accounting Capstone Project+	4.5
	Subtotal	54.0
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
GS2745	Advanced Strategies for the Technical Professional+	3.0
	Subtotal	12.0
	Program Total	93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

BUSINESS MANAGEMENT
ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to fundamental skills utilized in a variety of entry-level business positions and offers a foundation to help students develop business knowledge and skills. The program introduces the fundamentals of marketing, accounting, communications, supervision and management. Students are exposed to teamwork concepts, technology and multiple approaches to problem solving.

Career Opportunities - This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level business positions.

Admission Requirements - Refer to the Admission section of this catalog for information relating to the Admission Requirements and Procedures for this program.

School Equipment - Students will have the opportunity to use the following school equipment as required throughout the program: computers, pertinent software, printers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating the student equipment requirements for the distance education courses that are taught online over the Internet.

Class Size - Classes generally range in size from 20 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

Course Number	Course	Credit Hours
General Education Courses		
MA1210	College Mathematics I+	4.5
EN1320	Composition I+	4.5
EN1420	Composition II+	4.5
CO2520	Communications+	4.5
ES2550	Microeconomics+	4.5
ES2560	Macroeconomics+	4.5
Subtotal		27.0
Core Courses		
BU1110	Introduction to Business+	4.5
AC1220	Accounting Principles I+	4.5
AC1320	Accounting Principles II+	4.5
MG1350	Fundamentals of Supervision+	4.5
BU1410	Management Information Systems+	4.5
AC1420	Financial Accounting+	4.5
MK2530	Fundamentals of Marketing+	4.5
BU2620	Fundamentals of Business Communications+	4.5
FN2640	Fundamentals of Finance+	4.5
MG2650	Fundamentals of Management+	4.5
BU2760	Business Law+	4.5
BU2799	Business Management Capstone Project+	4.5
Subtotal		54.0
General Studies Courses		
GS1140	Problem Solving Theory+	4.5
GS1145	Strategies for the Technical Professional+	4.5
Subtotal		9.0
Elective Course		
—	Unspecified Elective course+*	3.0
Program Total		93.0

+In this program, this course may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the Online Course Information section of this catalog for additional information relating to the courses that the school decides to teach all or partially online over the Internet. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

*Courses offered at this school that satisfy the Unspecified Elective course requirement are BU2710 and GS2745. The course descriptions for these courses are in the Course Descriptions section of the catalog

NOTE: The course descriptions for the courses in this program are in the Course Descriptions section of this catalog. The school may, at any time in its discretion, vary the offering and/or sequence of courses in this program, revise the curriculum content of the program or any course in the program and change the number of credit hours in the program or in any program course.

COURSE DESCRIPTIONS

CO, EN, ES, HU, MA, PH, PY, SC, SP and SS courses = General Education
 AC, BU, DT, ET, FN, IE, IS, MG, MK, NT, PL, PM, PT and SD courses = Core
 GS courses = General Studies

General Education Courses

SC1130 Survey of the Sciences

A 4.5 credit hour Science course

This survey course is designed to familiarize the student with the methods of rational inquiry and problem solving in the sciences. Students will explore a selection of topics in the scientific fields including physics, chemistry, biology, astronomy and earth science, to develop basic scientific literacy and the ability to critically analyze issues of science. This course includes a laboratory component.

MA1210 College Mathematics I

A 4.5 credit hour Mathematics course

This course focuses on fundamental mathematical concepts including quadratic, polynomial and radical equations, linear functions and their graphs, systems of linear equations, functions and their properties and matrices. Activities will include solving problems and using appropriate technological tools. **Prerequisite: GS1140 Problem Solving Theory or equivalent**

MA1310 College Mathematics II

A 4.5 credit hour Mathematics course

This course will include the following concepts: exponential and logarithmic equations and functions, graphs of trigonometric functions, trigonometric equations, polar coordinates, oblique triangles, vectors and sequences. **Prerequisite: MA1210 College Mathematics I or equivalent**

EN1320 Composition I

A 4.5 credit hour Composition course

This course examines phases of the writing process, with emphasis on the structure of writing and techniques for communicating clearly, precisely and persuasively. **Prerequisite: GS1145 Strategies for the Technical Professional or equivalent**

EN1420 Composition II

A 4.5 credit hour Composition course

This course builds on the foundations of Composition I with additional emphasis in rhetorical structures, argumentation, and research. Presenting strong arguments using visual and oral communication techniques is also included. **Prerequisite: EN1320 Composition I or equivalent**

CO2520 Communications

A 4.5 credit hour Humanities course

The course focuses on the history, principles and techniques of interpersonal, organizational and mass communications, and on communicating using written, verbal and visual formats. **Prerequisites: Completion of a minimum of 54 credits earned in the program of study including EN1320 Composition I or equivalent**

PH2530 Physics

A 4.5 credit hour Science course

This course introduces students to the principles of general physics. Practical applications demonstrate the theory. This course includes a laboratory component. **Prerequisite: MA1310 College Mathematics II or equivalent**

ES2550 Microeconomics

A 4.5 credit hour Social Science course

This course introduces the economic way of thinking and applies basic principles of microeconomics. It is the study of choices made by households, firms and governments and how these choices impact the market economy. **Prerequisites: MA1210 College Mathematics I or equivalent, EN1320 Composition I or equivalent. Students may not receive credit for both ES2550 Microeconomics or equivalent and ES2555 Survey of Economics or equivalent.**

ES2555 Survey of Economics

A 4.5 credit hour Social Science course

This course introduces basic principles of both microeconomics and macroeconomics. **Prerequisites: MA1210 College Mathematics I or equivalent, EN1320 Composition I or equivalent. Students may not receive credit for both ES2555 Survey of Economics and ES2550 Microeconomics or for both ES2555 Survey of Economics and ES2560 Macroeconomics.**

ES2560 Macroeconomics**A 4.5 credit hour Social Science course**

This course is the study of aggregate economic activity. Students apply basic principles of macroeconomics to unemployment, inflation and economic growth. **Prerequisites:** MA1210 College Mathematics I or equivalent, EN1320 Composition I or equivalent. **Students may not receive credit for both ES2555 Survey of Economics or equivalent and ES2560 Macroeconomics or equivalent.**

SP2750 Group Theory**A 4.5 credit hour Social Science course**

This course is an overview of the theory related to groups of people bonded by task or culture. Emphasis is on communication, critical thinking and group process theory, including social exchange theory, structuration theory, functional theory, group ethics, diversity and related communication conflicts, group decision-making, creativity, leadership and gender. **Prerequisite:** EN1320 Composition I or equivalent

MA3110 Statistics**A 4.5 credit hour Mathematics course**

This course introduces descriptive and inferential statistics. Topics include probability and probability distributions, confidence intervals, hypothesis testing and linear regression. **Prerequisites:** EN1320 Composition I or equivalent, MA1210 College Mathematics I or equivalent

PY3150 Psychology**A 4.5 credit hour Social Science course**

This course introduces psychological theories from behavioral, humanistic and biological viewpoints. Students apply the skills of critical thinking, observation, information gathering and analysis to practice social science and scientific methodology. **Prerequisite:** EN1320 Composition I or equivalent

SS3150 Research Methods**A 4.5 credit hour Social Science course**

This course introduces a step-by-step approach to conducting research. Topics include scientific reasoning, applying critical thinking principles to assess validity and reliability in research, and production of research-based documents. **Prerequisites:** EN1420 Composition II or equivalent, MA3110 Statistics or equivalent or MA3310 Calculus I or equivalent

EN3220 Written Analysis**A 4.5 credit hour Composition course**

This course introduces theories and principles of critical and creative thinking with the goal of analysis and production of comprehensive written documents. Focus is on critically evaluating ideas and arguments. **Prerequisites:** EN1420 Composition II or equivalent, SS3150 Research Methods or equivalent

MA3310 Calculus I**A 4.5 credit hour Mathematics course**

This course is an introduction to differential and integral calculus. Topics include limits, continuity, derivatives, antiderivatives and both definite and indefinite integrals. **Prerequisite:** MA1310 College Mathematics II or equivalent

MA3410 Calculus II**A 4.5 credit hour Mathematics course**

A continuation of Calculus I, this course introduces methods of integration, partial derivatives and double integration, integration and differentiation of the trigonometric and logarithmic functions, series and progressions, the Laplace transform, and differential equations. **Prerequisite:** MA3310 Calculus I or equivalent

SP3450 Social Psychology**A 4.5 credit hour Social Science course**

This course is a survey of theories and research concerned with how individuals behave in social constructs, and how they influence and are influenced by other people. **Prerequisites:** EN1420 Composition II or equivalent, SS3150 Research Methods or equivalent

HU4640 Ethics**A 4.5 credit hour Humanities course**

This course introduces fundamentals of, and differences in, the morals and rules of conduct among individuals. Focus is on the identification and analysis of a variety of theoretical moral constructs and their application to individual and personal behavior. **Prerequisite:** EN3220 Written Analysis or equivalent

SC4730 Environmental Science**A 4.5 credit hour Science course**

This course explores the issues of environmental science using an integrative approach against a political, geographic, cultural and economic backdrop. Through hands-on and virtual labs and applied problem sets, students will study the impact humans have on the environment and the costs and benefits of mitigating the impact. This course includes a laboratory component. **Prerequisites:** EN1420 Composition II or equivalent, MA1210 College Mathematics I or equivalent

Core Courses

AC1220 Accounting Principles I

4.5 credit hours

This course involves accounting principles and presents accounting standards, inventory methods, depreciation, and financial components that comprise the income statement, balance sheet and statement of cash flows. Students will perform accounting exercises to solve business problems. **Prerequisite: GS1140 Problem Solving Theory or equivalent**

AC1320 Accounting Principles II

4.5 credit hours

This course expands on the concepts taught in Accounting Principles I, and includes a broader analysis of financial statements and their components. Students study differences between long and short-term liabilities, stocks and bonds, and the uses of management versus financial accounting. **Prerequisite: AC1220 Accounting Principles I or equivalent**

AC1420 Financial Accounting

4.5 credit hours

In this course, students practice producing financial statements using different classes of assets and inventory valuation methods. It includes the preparation of trial balances and the use of financial ratios to determine a measure of the financial health of a company. **Prerequisite: AC1320 Accounting Principles II or equivalent**

AC2520 Tax Preparation

4.5 credit hours

In this course, students compare and contrast individual and corporate tax models and analyze the tax practice environment. Topics include the disposition of assets, accounting for tax expense, estate property valuation and auditing in the organization. **Prerequisite: AC1420 Financial Accounting or equivalent**

AC2620 Fundamentals of Managerial Accounting

4.5 credit hours

In this course, students will analyze internal business accounting statements and accounting reports used for management planning and decision making. **Prerequisite: AC1420 Financial Accounting or equivalent**

AC2720 Cost Accounting

4.5 credit hours

This course focuses on the evaluation of business cost elements and budgeting for future periods. Topics include cost analysis, variances, inventory costing and control of business finances. **Prerequisite: AC1420 Financial Accounting or equivalent**

AC2799 Accounting Capstone Project

4.5 credit hours

This is a project course in which students solve an accounting problem that is designed to combine elements of courses in the program. The instructor must approve the scope and depth of the student's project and acts as a resource for the student during the execution of the project. A formal written document and presentation are required. **Prerequisites: Must be taken during the student's final quarter of study**

BU1110 Introduction to Business

4.5 credit hours

This course explores fundamental processes of management, teamwork, motivation, customer satisfaction, and the production of goods and services. Students will examine ethical and social responsibilities for businesses, and compare business operations in U.S. companies to business operations in foreign countries.

BU1410 Management Information Systems

4.5 credit hours

This course examines fundamentals of information systems used in business. Topics include choice of hardware and software, security, backup, virus protection, and the use of internal and external communication to solve business problems. **Prerequisite: BU1110 Introduction to Business or equivalent**

BU2620 Fundamentals of Business Communications

4.5 credit hours

This course explores methods to create effective communications within the organization. Concentration is on collaborative communications, communicating bad-news messages and conducting persuasive presentations. Students practice with a variety of electronic and hard copy media and will give a professional presentation at the end of the course. **Prerequisite: EN1320 Composition I or equivalent**

BU2710 Advanced Business Productivity Software**3.0 credit hours**

This course focuses on the advanced use of business productivity software including complex assignments that require advanced formatting and functionality. Instruction will include embedding data and linking and combining documents using word processing, spreadsheets, databases, and/or presentation media software. This course examines the concepts found in the Microsoft Office Specialist (MOS) Master certification exam. **Prerequisite: GS1145 Strategies for the Technical Professional or equivalent**

BU2760 Business Law**4.5 credit hours**

This course examines the legal environment in business, focusing on legal and ethical issues. Students review tort law, criminal law, cyber crimes, contracts, bankruptcy, employment law and property law. **Prerequisites: BU1110 Introduction to Business or equivalent or PL1110 Introduction to Paralegal or equivalent, EN1320 Composition I or equivalent**

BU2799 Business Management Capstone Project**4.5 credit hours**

This is a project course in which students solve a business problem that is designed to combine elements of all of the courses in the program. The instructor must approve the scope and depth of the student's project and acts as a resource for the student during the execution of the project. A formal written document and presentation are required. **Prerequisites: Must be taken during the student's final quarter of study**

BU3110 Business Negotiation**4.5 credit hours**

This course examines topics in business negotiation, such as general contracts, labor agreements and sales contracts. Students will use standard scenarios to practice developing settlements that are fair for all parties involved in a negotiation. **Prerequisites: BU1110 Introduction to Business or equivalent or PM3110 Introduction to Project Management or equivalent, FN2640 Fundamentals of Finance or equivalent or FN3140 Accounting and Finance for Business or equivalent**

BU3315 Quantitative Analysis**4.5 credit hours**

This course focuses on mathematical methods used in decision making. Topics include linear programming, queuing theory, transportation method and working under conditions of uncertainty to make choices that improve business outcomes. Students will use software to practice solving business problems. **Prerequisite: MA3110 Statistics or equivalent**

DT1110 Introduction to Drafting and Design Technology**4.5 credit hours**

This course introduces technical drafting and design practices. Topics include lettering, metric construction, technical sketching, orthographic projection, sections, intersections, development, fasteners, theory and applications of dimensioning and tolerances, pictorial drawing, and the preparation of working and detailed drawings.

DT1210 Rapid Visualization Techniques**4.5 credit hours**

This course introduces the concepts of rapid communication of design topics utilizing techniques of freehand drawing and their application to technical sketching and design visualization. Hands-on projects include drawing of two- and three-dimensional shapes and objects, spatial thinking and eye-hand coordination in relation to the practice of drafting and design.

DT1230 CAD Methods**4.5 credit hours**

This course examines computer-aided drafting (CAD) techniques utilizing CAD equipment. Hands-on projects include geometric construction, various projections, sections, auxiliaries, dimensioning, sketching, and detail drawing that is practiced and applied using proper CAD procedures. Maintenance of CAD drawing files through the use of operating system commands is applied and stressed. **Prerequisite: DT1110 Introduction to Drafting and Design Technology or equivalent**

DT1320 Building Information Modeling (BIM)**4.5 credit hours**

This course examines architectural planning and design utilizing Building Information Management (BIM) techniques. Fundamental design methods and practices for the creation of architectural drawings are presented, with emphasis on the content of the drawings and the production skills. Topics include the development of floor plans, elevations and sections of building projects. **Prerequisite: DT1230 CAD Methods or equivalent**

DT1325 Sustainability in Design**4.5 credit hours**

In this course, students investigate the challenges of implementing sustainability in a variety of contexts, from the perspectives of climate change, energy use, natural resource use and ecosystems/land use. Students explore current trends of sustainability as it applies to design, manufacturing and building. Topics include materials, manufacturing techniques, new technologies, renewable resources and product life cycle analysis. **Prerequisite: DT1230 CAD Methods or equivalent**

DT1410 Materials and Processes in Design**4.5 credit hours**

This course emphasizes the materials and processes used in manufacturing and construction. Students are introduced to a variety of construction and manufacturing materials, machine tools and tooling used in a variety of processes. Emphasis is placed on terminology and function.

DT1430 Parametric Modeling**4.5 credit hours**

This course examines the creation of parametric models utilizing design software. Topics include working with constrained geometry, creating and documenting assemblies, and advanced part modeling techniques. **Prerequisite: DT1230 CAD Methods or equivalent**

DT2510 Advanced CAD Methods**4.5 credit hours**

This is a course in computer-aided design for the advanced CAD user. Students utilize a typical CAD system to design and analyze mechanical systems, architectural structures and other devices. This course reinforces CAD skills studied in the CAD Methods course. **Prerequisite: DT1230 CAD Methods or equivalent**

DT2520 3D Civil Drafting**4.5 credit hours**

This course provides an introduction to civil drafting and design using surveying and engineering data to draw civil engineering plans. Topics include legal descriptions, plan and profile drawings, topographic mapping, cross-sections and required calculations.

Prerequisite: DT1430 Parametric Modeling or equivalent**DT2630 3D Modeling and Visualization****4.5 credit hours**

This course explores 3D modeling, the application of realistic textures, lighting principles and techniques for the use of camera types. An emphasis is placed on industry trends and issues pertaining to rendering output for different mediums. **Prerequisite: DT1320**

Building Information Modeling (BIM) or equivalent**DT2740 Advanced CAD Methods using AutoCAD****3.0 credit hours**

This course focuses on the tools, features and common tasks of AutoCAD. Topics will include altering objects, annotations, creating template content, creating additional drawing objects, dimensioning, drawing organization and inquiry commands, hatching objects, inserting and managing external references, isolating or hiding displayed objects, manipulating objects, layouts and visibility, printing and plotting, and reusable content. Students will demonstrate competency using all the AutoCAD commands and features. This course examines the concepts found in the AutoCAD Certified Professional certification exam. **Prerequisite: DT2510 Advanced CAD**

Methods or equivalent**DT2799 Drafting and Design Technology Capstone Project****4.5 credit hours**

An introduction to the theory and practical development, planning, management and presentation of a drafting project from start to finish. Topics include techniques of project planning, project design and execution, documentation and presentation. Students are required to apply project management techniques to a Capstone Project. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of DT1320 Building Information Modeling (BIM) or equivalent and DT1430 Parametric Modeling or equivalent**

ET1210 DC-AC Electronics**4.5 credit hours**

This course examines properties and operations of electronics systems and circuits. Topics include types of circuits, electromagnetism, frequency, capacitance, transformers and voltage. Students apply electronics laws to solve circuit problems. **Prerequisite or**

Corequisite: MA1210 College Mathematics I or equivalent**ET1220 Digital Fundamentals****4.5 credit hours**

In this course, students examine the differences between analog and digital signals. Topics include transmission methods, binary data, logic operations, logic circuits, logic symbols, registers and counters. **Prerequisite: ET1210 DC-AC Electronics or equivalent;**

Prerequisite or Corequisite: MA1210 College Mathematics I or equivalent**ET1310 Solid State Devices****4.5 credit hours**

In this course, students study a variety of electronic devices, such as semiconductors, diodes, transistors and amplifiers. Bias circuits and methods and switching applications are discussed. Students analyze circuits and troubleshoot a power supply. **Prerequisite:**

ET1210 DC-AC Electronics or equivalent

ET1410 Integrated Circuits**4.5 credit hours**

This course explores principles of operational amplifier circuits (op-amps), AC and DC parameters and applications for power amplifiers, feedback, oscillation and line and load regulation. Students analyze and troubleshoot op-amp circuits. **Prerequisite: ET1310 Solid State Devices or equivalent**

ET2530 Electronic Communications**4.5 credit hours**

In this course, students explore topics of electronic communications, such as the electromagnetic frequency spectrum, frequency bands, modulation, digital data, antennas, transmission lines and loads, government services and fiber optics. Exercises include diagramming modern transmitter and receiver components, plotting impedances, and making line and load conversions. **Prerequisites: ET1410 Integrated Circuits or equivalent, ET1220 Digital Fundamentals or equivalent, MA1310 College Mathematics II or equivalent**

ET2560 Introduction to C Programming**4.5 credit hours**

This course is designed to help students understand the fundamental concepts and terminology of computer programming and practical skills used in designing, writing and debugging simple computer programs in C. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

ET2640 Microprocessors and Microcontrollers**4.5 credit hours**

This course examines the creation, assembly, features, function, programming and product applications of contemporary microprocessors and microcontrollers. Students perform exercises in planning, designing, implementing and debugging functional microcontrollers. **Prerequisites: ET1220 Digital Fundamentals or equivalent, ET1410 Integrated Circuits or equivalent, ET2560 Introduction to C Programming or equivalent**

ET2750 Programmable Logic Controllers**4.5 credit hours**

In this course, students study components, operations, maintenance and troubleshooting of programmable logic controllers (PLC). Topics include I/O addressing, ladder schematics, scan sequence, sensors, actuators, controls, data manipulation methods, timers and counters, sequencers and shift-registers. Students have a PLC project in this course. **Prerequisites: ET1220 Digital Fundamentals or equivalent, ET1410 Integrated Circuits or equivalent**

ET2760 Advanced PLC Programming**3.0 credit hours**

This course focuses on the advanced use of core Programmable Logic Controllers (PLC) programming skills. The student will be required to demonstrate mastery of skills to create, modify, and troubleshoot PLC systems. This course examines the concepts found in the S7 Certified Programmer certification exam. **Prerequisite: ET2750 Programmable Logic Controllers or equivalent**

ET2799 Electrical Engineering Technology Capstone Project**4.5 credit hours**

Final capstone project with fundamental review provides students with a design experience and integration of knowledge in electronics and computers gained in previous coursework, as well as a means to practice problem solving and teamwork, project management, technical writing skills and project presentation skills. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of ET2640 Microprocessors and Microcontrollers or equivalent**

ET3110 Networking and Communications**4.5 credit hours**

This course explores concepts of data communications and networking. Topics include basic data communications networks and systems, local area networks, internetworks and the Internet. **Prerequisite: NT1210 Introduction to Networking or equivalent**

ET3150 Automatic Industrial Control**4.5 credit hours**

This course examines process control technology. Topics include analog and digital signal conditioning, sensors, final control operation, discrete-state process control, digital control and controllers. **Prerequisites: ET1220 Digital Fundamentals or equivalent, ET1410 Integrated Circuits or equivalent**

ET3220 Mobile Wireless Technology**4.5 credit hours**

This course introduces mobile technology and wireless communications and their practical applications. Topics include wireless communications systems, mobile devices and mobile networking. **Prerequisite: ET3110 Networking and Communications or equivalent**

ET3280 Electrical Machines and Energy Conversion**4.5 credit hours**

In this course, students study concepts of basic energy conversion and physical phenomena in electrical machine operation. Topics include magnetic materials and circuits, motors, generators, transformers and induction machines, synchronous machines and alternators. **Prerequisites: ET1210 DC-AC Electronics or equivalent, PH2530 Physics or equivalent**

ET3330 Telecommunications Systems and Technology**4.5 credit hours**

This course explores concepts and applications of telecommunications systems and technology. Emphasis is on technical aspects of digital communications systems with digital signal processing, transmission, reception, storage and retrieval of information.

Prerequisite: ET2530 Electronic Communications or equivalent

ET3380 Power Electronics**4.5 credit hours**

This course introduces principles and applications of power electronics. Topics include electric power conversion, conditioning and control, power devices and switches, switching techniques, rectifiers, converters and inverters, and switching power supplies.

Prerequisites: ET1410 Integrated Circuits or equivalent, ET3280 Electrical Machines and Energy Conversion or equivalent

ET3430 Fiber Optic Communications**4.5 credit hours**

This course explores concepts of fiber optic communication systems. Topics include light sources, optical fibers and their properties, optical amplifiers, optical transmitters and receivers, communications systems and optical networks. **Prerequisite: ET3330**

Telecommunications Systems and Technology or equivalent

ET3480 Power Systems**4.5 credit hours**

In this course, students study energy conversion, elements and the structure and operation of electric power systems. Topics include generators, transformers, load flow and power distribution, and the operation and analysis of power systems. **Prerequisite: ET3380**

Power Electronics or equivalent

ET4560 C++ Programming**4.5 credit hours**

This course introduces concepts of object oriented programming and provides hands-on exercises in C++ programming. Areas of instruction include primitive data types, control structures, functions, pass-by-value, pass-by-reference, array, pointers, C-strings, recursion, class and objects, file input and output, operator overloading and inheritance. **Prerequisite: ET2560 Introduction to C**

Programming or equivalent

ET4580 Green Energy Technology**4.5 credit hours**

This course explores concepts and applications of renewable energy technology. Topics include types of renewable energy technology, such as wind energy, solar power, hydro-electric energy, bio-energy, tidal power, wave energy, geothermal energy, ocean thermal power and fuel cells. **Prerequisite: ET3480 Power Systems or equivalent**

ET4640 Embedded Systems**4.5 credit hours**

This course examines microcontrollers and their applications in embedded systems. Emphasis is on effective programming, interfacing and implementing a microcontroller. **Prerequisites: ET2560 Introduction to C Programming or equivalent, ET2640**

Microprocessors and Microcontrollers or equivalent

ET4671 Electronic Circuit Analysis**4.5 credit hours**

This course involves methods of analysis for analog circuits. Topics include transient and steady-state analysis of circuit response using techniques such as differential equations, Laplace transforms and computer-aided circuit simulation programs, transfer functions and Fourier techniques. **Prerequisites: ET1220 Digital Fundamentals or equivalent, ET1410 Integrated Circuits or equivalent,**

MA3410 Calculus II or equivalent

ET4771 Electronic Circuit Design**4.5 credit hours**

This course examines the design of electronic circuits, and includes a laboratory that utilizes computer-aided software tools for circuit design and simulation. Topics include active filters, time and frequency analysis, and modeling and simulations. **Prerequisite: ET4671**

Electronic Circuit Analysis or equivalent

ET4799 Electrical Engineering and Communications Technology Capstone Project**4.5 credit hours**

This is a project course in which students solve a technical problem that is designed to combine elements of courses in the program. The instructor must approve the scope and depth of the student's project and acts as a resource for the student during the execution of the project. A formal written document and presentation are required. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study**

FN2640 Fundamentals of Finance**4.5 credit hours**

This course examines factors included in financial decision-making, such as return on investment, financial planning, budgeting and the comparison of different corporate investments. It also covers the timing of cash flow and its impact on the desirability of investments. **Prerequisites: MA1210 College Mathematics I or equivalent, AC1420 Financial Accounting or equivalent**

FN3140 Accounting and Finance for Business**4.5 credit hours**

In this course, students will analyze the cost structure and timing of cash flows in a business, and use the budget and financial performance of the business as the basis to evaluate the attractiveness of its capital investments.

FN3440 Corporate Finance**4.5 credit hours**

This course explores topics in the management of corporate assets. Focus is on the theory and practice of corporate finance, stock and bond valuation, the cost of capital, capitalization mix, internal and external financing, and investment opportunities for excess cash. **Prerequisite: AC1420 Financial Accounting or equivalent**

IE1110 Introduction to Industrial Engineering Technology**4.5 credit hours**

This course introduces industrial engineering and the evolution of its approach in solving problems. Topics include an overview of industrial engineering, concept and scope of industrial engineering, the evolution of the industrial engineering approach, concepts of manufacturing systems, design of manufacturing systems, operation and management of manufacturing systems, and industrial engineering education, profession and ethics.

IE1210 Manufacturing Processes**4.5 credit hours**

This course is an overview of manufacturing technology and its basic working principles. Topics include basic modern manufacturing processes and quality control measures. **Prerequisite: IE1110 Introduction to Industrial Engineering Technology or equivalent**

IE1215 Basic Industrial Engineering Graphics**4.5 credit hours**

This course examines methods of documenting the engineering of a product in process planning and production planning. Topics include introduction to design, design using CAD, geometric construction, sketching, lettering, lines, 3D drawing, orthographic projection, auxiliary views, dimensioning and tolerancing, tolerance and fit, assembly and exploded assembly models, thread, fastener, springs, bill of material, documentation and working drawings, and parametric modeling. Students also study how to read engineering drawings and produce a bill of material for a product. **Prerequisite: IE1110 Introduction to Industrial Engineering Technology or equivalent**

IE1310 Work Measurements**4.5 credit hours**

This course introduces principles and practices of work analysis and work measurement. Students will explore productivity improvement techniques, such as work simplification, motion economy, and time and motion studies. Topics include the design and standardization of work methods. **Prerequisites: IE1110 Introduction to Industrial Engineering Technology or equivalent, IE1210 Manufacturing Processes or equivalent**

IE1320 Lean Manufacturing**4.5 credit hours**

This course explores terminology and benefits of lean manufacturing. Topics include simplification and standardization of workflow, managing capacity and eliminating waste in the production process. **Prerequisite: IE1210 Manufacturing Processes or equivalent**

IE1410 Human Factors**4.5 credit hours**

This course introduces human factors in the work environment. It focuses on using industrial engineering to improve productivity by adapting the work environment to human capabilities. **Prerequisite: IE1210 Manufacturing Processes or equivalent**

IE1420 Statistical Process Control**4.5 credit hours**

This course introduces statistical concepts and application, such as X-bar and R-charts, p-charts, u-charts, c-charts, and basic quality management concepts. **Prerequisite: MA1310 College Mathematics II or equivalent**

IE2510 Industrial Safety**4.5 credit hours**

This course introduces safety programs used in industry. Topics include three key techniques for increasing safety in the workplace: preliminary hazard analysis, failure modes and effects analysis, and OSHA hazard analysis and safety review requirements.

Prerequisite: IE1110 Introduction to Industrial Engineering Technology or equivalent

IE2515 Facilities Design**4.5 credit hours**

This course explores the theory of facility design. Topics include the scope of facility planning, facility layout planning procedures, systematic layout planning, non-production activity, production activity, computer-aided layout design, selection evaluation and implementation, and group technology layout. **Prerequisites:** IE1215 Basic Industrial Engineering Graphics or equivalent, IE1310

Work Measurements or equivalent

IE2620 Cost Estimating**4.5 credit hours**

This course introduces cost estimating for labor, materials and overhead for products, systems and projects. Topics include budgets and cost accounting. **Prerequisite:** IE1320 Lean Manufacturing or equivalent

IE2799 Industrial Engineering Technology Capstone**4.5 credit hours**

This course provides an opportunity for students to work on a comprehensive project that includes designing or improving an integrated system. The project is designed to combine elements of courses in the program of study. **Prerequisites:** Completion of a minimum of 75 credits earned in the program of study including IE1320 Lean Manufacturing or equivalent and IE2515 Facilities Design or equivalent

IS3110 Risk Management in Information Technology Security**4.5 credit hours**

This course addresses how risk, threats and vulnerabilities impact information systems in the context of risk management. Topics include methods of assessing, analyzing and managing risks, defining an acceptable level of risk for information systems, and identifying elements of a business impact analysis, a business continuity plan and a disaster recovery plan. **Prerequisite:** NT2580

Introduction to Information Security or equivalent

IS3120 Network Communications Infrastructure**4.5 credit hours**

This course explores the convergence of computer networking and telecommunications technologies. Capabilities and limitations of converged networking infrastructure are analyzed through voice, data and video applications in relation to performance, management and security challenges. **Prerequisites:** NT2640 IP Networking or equivalent, NT2670 Email and Web Services or equivalent

IS3220 Information Technology Infrastructure Security**4.5 credit hours**

This course examines security challenges encountered on backbone networks in an information and communications infrastructure. Topics include methods of tightening infrastructure security, a variety of tools for monitoring and managing infrastructure security and commonly-used technologies, such as firewalls and VPNs. **Prerequisite:** IS3120 Network Communications Infrastructure or equivalent

IS3230 Access Security**4.5 credit hours**

This course explores the concept of controlling access to information systems and applications. Topics include access, authentication and accounting for end-users and system administrators, and security controls for access control including tokens and public key infrastructures (PKIs). **Prerequisite:** NT2580 Introduction to Information Security or equivalent

IS3340 Windows Security**4.5 credit hours**

This course examines security implementations for a variety of Windows platforms and applications. Areas of study include analysis of the security architecture of Windows systems. Students will identify and examine security risks and apply tools and methods to address security issues in the Windows environment. **Prerequisite:** NT2580 Introduction to Information Security or equivalent

IS3350 Security Issues in Legal Context**4.5 credit hours**

This course provides an overview of legal processes involved in implementing and maintaining information systems security. Students will study security violations and breaches in relation to pertinent laws and regulations, and will use case studies to analyze legal impacts of information security issues. **Prerequisites:** NT2580 Introduction to Information Security or equivalent, IS3110 Risk Management in Information Technology Security or equivalent

IS3440 Linux Security**4.5 credit hours**

This course examines threats, vulnerabilities and other security issues in Linux operating systems and applications in the Linux environment. Students will practice using different methods, tools and techniques to secure Linux operating systems and applications.

Prerequisite: NT1430 Linux Networking or equivalent**IS3445 Security for Web Applications and Social Networking****4.5 credit hours**

In this course, students will analyze security implications of information exchange on the Internet and via Web-based applications. Topics include methods and techniques to identify and countermeasure risks, threats and vulnerabilities for Web-based applications, and to mitigate risks associated with Web applications and social networking. **Prerequisite: NT2640 IP Networking or equivalent**

IS4550 Security Policies and Implementation**4.5 credit hours**

This course explores security policies that protect and maintain an organization's network and information systems assets. Topics include the effects of organizational culture, behavior and communications styles on generating, enforcing and maintaining security policies. **Prerequisite: IS3110 Risk Management in Information Technology Security or equivalent**

IS4560 Hacking and Countermeasures**4.5 credit hours**

This course explores hacking techniques and countermeasures. Topics include network systems penetration tools and techniques for identifying vulnerabilities and security holes in operating systems and software applications. Students will practice ethical hacking procedures to attempt unauthorized access to target systems and data, and incident handling procedures in the case of an information security compromise. **Prerequisite: NT2580 Introduction to Information Security or equivalent**

IS4670 Cybercrime Forensics**4.5 credit hours**

This course explores cybercrime, security threats and legal considerations facing cybersecurity professionals in dealing with the discovery, investigation and prosecution of cybercrimes. Students will study tools used by computer forensic professionals for investigating cybercrimes, and the use of these tools for the collection, examination and preservation of evidence for prosecution.

Prerequisites: IS3350 Security Issues in Legal Context or equivalent, IS4560 Hacking and Countermeasures or equivalent**IS4680 Security Auditing for Compliance****4.5 credit hours**

This course examines principles, approaches and methodology used in auditing information systems security to ensure processes and procedures are in compliance with pertinent laws and regulatory provisions. **Prerequisite: IS3350 Security Issues in Legal Context or equivalent**

IS4690 Advanced Information Security Practices**4.5 credit hours**

This course examines the industry standards and practices related to information security as defined by the Certified Information Systems Security Professional (CISSP) certification. Instruction will include organizational and operational security, communications and infrastructure, basic cryptography, and compliance concerns. This course examines the concepts found in the CISSP certification exam. **Prerequisites or Corequisites: IS4670 Cybercrime Forensics or equivalent, IS4680 Security Auditing for Compliance or equivalent**

IS4799 Information Systems and Cybersecurity Capstone Project**4.5 credit hours**

This course serves as a comprehensive assessment of knowledge and skills in information systems and cybersecurity. Activities include research into selected security problems and planning, designing and implementing security solutions for a user organization.

Prerequisites: Completion of a minimum of 171 credits earned in the program of study including IS4670 Cybercrime Forensics or equivalent**MG1350 Fundamentals of Supervision****4.5 credit hours**

This course is an overview of the role of supervision in business. Students examine the challenges of motivation, communication, health and safety issues, collective bargaining and ethical conduct in the workplace. **Prerequisite: BU1110 Introduction to Business or equivalent**

MG2650 Fundamentals of Management**4.5 credit hours**

This course explores the concept that supervision and management are related, but involve different styles. It reviews where management fits in the organization chart and how managers motivate employees for best organizational results. Concentration is on management's responsibility to bring value to shareholders through the execution of traditional management functions. **Prerequisite: MG1350 Fundamentals of Supervision or equivalent**

MG3250 Trends in Leadership**4.5 credit hours**

This course presents a variety of topics in leadership, including leadership theory, leadership framework, leadership styles, and trends and challenges in leadership. **Prerequisite: MG2650 Fundamentals of Management or equivalent**

MG4550 Management of Business Teams**4.5 credit hours**

This course examines methods used to manage business teams in which all participants may not be at the same location. Emphasis is on managing both internal and external teams, empowering team members, cooperation and competition, and problem solving techniques. **Prerequisite: MG3250 Trends in Leadership or equivalent**

MG4650 Team Leadership**4.5 credit hours**

In this course, through case studies, scenarios and simulations, students will study leadership perspectives as applicable to the role of team manager. Topics include methods to motivate team performance, managing a project team and evaluating team success.

Prerequisite: MG3250 Trends in Leadership or equivalent or PM4530 Management of Global Projects or equivalent

MK2530 Fundamentals of Marketing**4.5 credit hours**

This course provides an overview of elements of a marketing plan, market segmentation, product and service mix and global competitive forces. The culminating project includes the completion of a marketing plan for a new product or service. **Prerequisite: BU1110 Introduction to Business or equivalent**

MK4530 Marketing Management**4.5 credit hours**

This course presents perspectives of marketing management and the role of the marketing manager in the organization. Students will review structure, attributes and processes of a knowledge-based enterprise. Focus is on the design and implementation of marketing/sales systems, measuring outcomes, impacts, and benefits of marketing strategy and tactics. Students will review the management of information and knowledge in organizations. **Prerequisites: EN3220 Written Analysis or equivalent, MA3110 Statistics or equivalent**

NT1110 Computer Structure and Logic**4.5 credit hours**

The organization of a computer is examined in a typical operating systems environment. Terminology and underlying principles related to major computer functions are discussed in the context of hardware and software environments.

NT1210 Introduction to Networking**4.5 credit hours**

This course serves as a foundation for the study of computer networking technologies. Concepts in data communications, such as signaling, coding and decoding, multiplexing, circuit switching and packet switching, OSI and TCP/IP models, LAN/WAN protocols, network devices and their functions, topologies and capabilities are discussed. Industry standards and the development of networking technologies are surveyed in conjunction with a basic awareness of software and hardware components used in typical networking and internetworking environments. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

NT1230 Client-Server Networking I**4.5 credit hours**

This course introduces operating principles for the client-server based networking systems. Students will examine processes and procedures involving the installation, configuration, maintenance, troubleshooting and routine administrative tasks of popular desktop operating system(s) for standalone and network client computers, and related aspects of typical network server functions. **Prerequisite or Corequisite: NT1210 Introduction to Networking or equivalent**

NT1310 Physical Networking**4.5 credit hours**

This course examines industry standards and practices involving the physical components of networking technologies (such as wiring standards and practices, various media and interconnection components), networking devices and their specifications and functions. Students will practice designing physical network solutions based on appropriate capacity planning and implementing various installation, testing and troubleshooting techniques for a computer network. **Prerequisite: NT1210 Introduction to Networking or equivalent**

NT1330 Client-Server Networking II**4.5 credit hours**

The typical network server operating system and its functions are the focus of this course. Areas of study include installation, configuration, maintenance and routine administrative tasks of the network services provided by the server in relation to its clients and other servers. **Prerequisite: NT1230 Client-Server Networking I or equivalent**

NT1410 Operating Systems**4.5 credit hours**

This course provides an overview of common operating systems. Topics include architecture, functions, and features of various operating systems. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

NT1430 Linux Networking**4.5 credit hours**

This course covers system and network administrative tasks associated to Linux-based components on a network. Routine tasks in installation, configuration, maintenance, and troubleshooting of Linux workstations and servers will be discussed with emphasis on the network services provided by open source solutions. **Prerequisite: NT1210 Introduction to Networking or equivalent**

NT2580 Introduction to Information Security**4.5 credit hours**

This course provides an overview of security challenges and strategies of counter measures in the information systems environment. Topics include definitions of terms, concepts, elements and goals incorporating industry standards and practices with a focus on availability, vulnerability, integrity and confidentiality aspects of information systems. **Prerequisites: NT1330 Client-Server Networking II or equivalent, NT1430 Linux Networking or equivalent**

NT2640 IP Networking**4.5 credit hours**

This course explores network design and implementation by applying the TCP/IP protocols to provide connectivity and associated services. Planning and deployment of network addressing structures, as well as router and switch configurations, are also examined. **Prerequisite: NT1210 Introduction to Networking or equivalent**

NT2670 Email and Web Services**4.5 credit hours**

This course explores common network-based services such as Web services, email and FTP in a given server operating systems environment. Related security issues will also be studied. **Prerequisites: NT1330 Client-Server Networking II or equivalent, NT1430 Linux Networking or equivalent**

NT2710 Advanced Computer Maintenance, Troubleshooting, and Repair**3.0 credit hours**

This course is an intensive study of PC hardware and software including physical devices, BIOS, operating systems, and applications. Instruction will include installation, configuration, troubleshooting, and repairing software and hardware implementations. This course examines the concepts found in the CompTIA A+ certification exam. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

NT2730 Advanced Server Operating Systems**3.0 credit hours**

This course is an intensive study of the server operating system including installation, configuration, management, core infrastructure services, policies and permissions, and virtualization. This course examines the concepts found in the Microsoft Certified Professional Installing and Configuring Windows Server 2012 certification exam. **Prerequisite: NT2670 Email and Web Services or equivalent**

NT2731 Advanced Server and Storage Infrastructure**3.0 credit hours**

This course is an intensive study of common solutions for servers and storage devices in business environments. Instruction will include topics for the HP ATA – Servers and Storage certification. This course examines the concepts found in the HP Accredited Technical Associate (ATA) certification exam. **Prerequisite: NT2670 Email and Web Services or equivalent**

NT2732 AIX Operating System Administration**3.0 credit hours**

This course is an intensive study of the AIX enterprise server operating system including installation, configuration, backup and recovery, and user administration. This course examines the concepts found in the IBM Certified Associate System Administrator - AIX 7 certification exam. **Prerequisite: NT2670 Email and Web Services or equivalent**

NT2735 Advanced Linux Server Operating Systems**3.0 credit hours**

This course is an intensive study of the Linux enterprise server operating system including installation, configuration, backup and recovery, management, core infrastructure services, and user administration. This course also examines the concepts found in the Red Hat Certified System Administrator (RHCSA) certification exam. **Prerequisite: NT2670 Email and Web Services or equivalent**

NT2740 Advanced Networking Devices**3.0 credit hours**

This course is an intensive study of routers, switches, and other computer and telecommunication network devices. Instruction will include network and routing protocols, local and wide area networks, and VLANs as well as device configuration, management, and troubleshooting. This course examines the concepts found in the Cisco Certified Entry Networking Technician (CCENT) certification exam. **Prerequisite: NT2640 IP Networking or equivalent**

NT2799 Network Systems Administration Capstone Project**4.5 credit hours**

This course provides an opportunity for students to work on a comprehensive project that includes the design, planning and implementation of a network solution for solving specific business problems. Common project management processes are applied to identify deliverables and outcomes of the project. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of NT2640 IP Networking or equivalent**

PL1110 Introduction to Paralegal**4.5 credit hours**

This course provides an overview of the paralegal's role in the legal services industry, including an introduction to client interaction, case preparation, legal research, courtroom assistance and related ethical considerations. The structure of the American legal system and its processes are examined.

PM3110 Introduction to Project Management**4.5 credit hours**

This course explores the discipline of project management. Topics include characteristics and phases of a project, the project life cycle, project process groups, project knowledge areas and project standards. Students will compare project management to program management.

PM3140 Systems Analysis**4.5 credit hours**

This course explores information systems infrastructure at an enterprise level. Topics include identifying business requirements for information systems solutions, evaluating effectiveness of IT processes, design, analysis and implementation issues in information systems, and infrastructure capacity and capability. **Prerequisite: PT1420 Introduction to Programming or equivalent**

PM3150 Construction Techniques**4.5 credit hours**

This course examines building techniques and construction materials. Topics include basic materials and installation methods for construction, site-work, concrete, masonry, metals, curtain-walls and finishes.

PM3220 Project Communication and Documentation**4.5 credit hours**

This course explores a variety of project documents, project communications and the management of multiple projects within the same time period. Students will prepare and analyze primary project documents, such as project management plans, requirements documents and baselines, and will study different forms of project communications. **Prerequisite: PM3110 Introduction to Project Management or equivalent**

PM3225 Project Management Tools and Techniques**4.5 credit hours**

This course introduces tools and techniques used in project management. Topics include defining project scope, identifying and tracking project risks, and evaluating, controlling and closing a project. Project management software is used to develop an integrated project plan and create a project work breakdown structure and schedule. **Prerequisite: PM3110 Introduction to Project Management or equivalent**

PM3320 Project Cost and Budget Management**4.5 credit hours**

This course examines the importance of cost management in executing a project plan and incorporates the elements of mid-course changes and cash flow management. Topics include cost estimation, creating a realistic baseline, evaluating project performance and presenting project benefits to the customer. **Prerequisite: PM3110 Introduction to Project Management or equivalent**

PM3325 Project Quality Management**4.5 credit hours**

This course provides an applied review of quality principles related to projects. Topics include problem solving tools, such as flow charts, checklists, cause and effect diagrams, and audit techniques to assess compliance with company-documented processes. **Prerequisites: MA3110 Statistics or equivalent, PM3225 Project Management Tools and Techniques or equivalent**

PM3420 Procurement and Contract Management**4.5 credit hours**

This course examines the preparation and analysis of a project procurement plan, following guidelines described in the PMBOK® Guide. Topics include logistics, ethics, closure and administration of the procurement process, including required documentation. **Prerequisite: PM3225 Project Management Tools and Techniques or equivalent**

PM3440 Project Management for Information Technology**4.5 credit hours**

This course examines the characteristics of IT-specific projects. Students will study a variety of approaches to managing IT projects. **Prerequisite: PM3140 Systems Analysis or equivalent**

PM3450 Building Codes**4.5 credit hours**

This course explores structural, mechanical, electrical and plumbing building codes. Topics include references to organizations responsible for developing building codes and zoning ordinances, and the role of inspections in ensuring compliance with building codes. **Prerequisite: PM3150 Construction Techniques or equivalent**

PM4530 Management of Global Projects**4.5 credit hours**

This course explores the management of multi-cultural, multi-national projects. Topics include leading virtual meetings and building trust and cooperation among teams that have different work standards. **Prerequisite: PM3225 Project Management Tools and Techniques or equivalent**

PM4540 Managing Software Development Projects**4.5 credit hours**

This course explores basic principles of software development project management. Students will study a variety of software development methods and models. Focus is on application of the software development lifecycle (SDLC) to project planning and management. **Prerequisite: PM3440 Project Management for Information Technology or equivalent**

PM4550 Construction Cost Estimating**4.5 credit hours**

In this course, students study the estimation of direct and indirect construction project costs, such as labor, material and equipment. Topics include overhead and profit, bidding and computer-based estimating. **Prerequisite: PM3150 Construction Techniques or equivalent**

PM4620 Project Risk Management**4.5 credit hours**

This course examines the process of assessing and managing risk in a project. Topics include developing a project risk management plan, identifying and documenting risk in a project, performing qualitative and quantitative risk analyses, planning risk responses and applying PMBOK® and PMI® standards to a project. **Prerequisites: MA3110 Statistics or equivalent, PM3225 Project Management Tools and Techniques or equivalent**

PM4650 Construction Project Scheduling**4.5 credit hours**

This course examines the planning and scheduling of construction projects. Topics include time schedules for materials, labor and equipment, and the use of communication tools in construction project planning. **Prerequisite: PM3150 Construction Techniques or equivalent**

PM4790 Advanced Project Management**4.5 credit hours**

Using the Guide to the Project Management Book of Knowledge (PMBOK Guide) Fifth Edition, this course is an advanced review of each knowledge area and process group. Students will be required to demonstrate their understanding of the fundamental knowledge, terminology and processes of effective project management. This course examines the concepts found in the PMP (Project Management Professional) and CAPM (Certified Associate in Project Management) certification exams. **Prerequisites: PM3110 Introduction to Project Management or equivalent, PM3220 Project Communication and Documentation or equivalent, PM3225 Project Management Tools and Techniques or equivalent**

PM4795 Project Management and Administration – Information Technology Option Capstone Project**4.5 credit hours**

This is a project course, designed to combine elements of courses in the program, in which students develop and present a formal, detailed and comprehensive project management plan. A formal written document and presentation are required. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study including PM4540 Managing Software Development Projects or equivalent**

PM4797 Project Management and Administration – Construction Option Capstone Project**4.5 credit hours**

This is a project course, designed to combine elements of courses in the program, in which students develop and present a formal, detailed and comprehensive project management plan. A formal written document and presentation are required. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study**

PM4799 Project Management and Administration Capstone Project**4.5 credit hours**

This is a project course, designed to combine elements of courses in the program, in which students develop and present a formal, detailed and comprehensive project management plan. A formal written document and presentation are required. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study**

PT1420 Introduction to Programming**4.5 credit hours**

This course serves as a foundation for understanding the logical function and process of computer programming. Basic computer programming knowledge and skills in logic and syntax will be covered. Coding convention and procedures will be discussed relevant to the given programming language environment. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

PT2520 Database Concepts**4.5 credit hours**

This course introduces the basic concepts in databases and their applications. Topics include database history, structure, objects, relational database management systems (RDBMS) and introductory Structured Query Language (SQL). **Prerequisite: PT1420 Introduction to Programming or equivalent**

SD1230 Introduction to Application Design and Development**4.5 credit hours**

This course provides an overview of the desktop and mobile application industry, technologies and development environment. Topics include platforms and tools, market trends, and the impact on the economy and society. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

SD1240 Creating Websites Using HTML and CSS**4.5 credit hours**

This course examines functions of Websites for mobile and desktop devices, and entry-level skills used to create such sites using HTML and CSS (Cascading Style Sheets) technologies. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

SD1340 Creating Websites Using HTML5, CSS3 and JavaScript**4.5 credit hours**

This course introduces techniques used in building interactive Websites for mobile and desktop devices, using technologies such as HTML5, CSS3 and JavaScript. **Prerequisite: SD1240 Creating Websites Using HTML and CSS or equivalent**

SD1420 Introduction to Java Programming**4.5 credit hours**

This course introduces fundamentals of programming using Java and associated development tools and environments. **Prerequisite: PT1420 Introduction to Programming or equivalent**

SD2520 Introduction to Database and XML with jQuery**4.5 credit hours**

This course introduces fundamental concepts of database technology and applications. Topics include object-oriented relational databases, database management systems, and using SQL, XML and jQuery to build databases that interact with applications. **Prerequisite: PT1420 Introduction to Programming or equivalent**

SD2550 Application Development Using Java I**4.5 credit hours**

This course introduces basic techniques used to develop applications using Java. **Prerequisites: NT1410 Operating Systems or equivalent, SD1420 Introduction to Java Programming or equivalent**

SD2650 Application Development Using Java II**4.5 credit hours**

This course examines intermediate-level development techniques for applications running in the Android operating system environment. Focus is on applications interacting with Websites for mobile devices. **Prerequisites: SD2520 Introduction to Database and XML with jQuery or equivalent, SD2550 Application Development Using Java I or equivalent**

SD2670 Social Networking Applications and Technology**4.5 credit hours**

This course examines a variety of social networking platforms, media, methods, tools and applications running on desktop and mobile devices. Topics include analysis of technical features and capabilities of social networking applications and the impact on consumer behavior and the global economy. **Prerequisite: SD2520 Introduction to Database and XML with jQuery or equivalent**

SD2720 Advanced Software Development Using Java**3.0 credit hours**

This course is an intensive study that includes the industry standards and practices related to software development using the Java programming language as described by the Oracle Certified Associate Java SE 8. Instruction will include object-oriented programming as well as design and implementation of functional software solutions. This course examines the concepts found in the Oracle Certified Associate Java SE 8 certification exam. **Prerequisite: SD2550 Application Development Using Java I or equivalent**

SD2799 Software Development Capstone Project**4.5 credit hours**

This course provides the opportunity for students to use knowledge and skills acquired in the program of study to research, design, develop and promote a desktop or mobile application. **Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of SD2550 Application Development Using Java I or equivalent**

SD3120 Programming in Open Source with LAMP**4.5 credit hours**

This course introduces skills to develop software applications in the open source environment using Linux, Apache, MySQL and PHP (LAMP) technologies. **Prerequisite: SD1340 Creating Websites Using HTML5, CSS3 and JavaScript or equivalent**

SD3140 Introduction to Web Interface Design**4.5 credit hours**

This course examines principles and techniques used to design functional and user-friendly Web interfaces for a variety of mobile and desktop applications. **Prerequisite: SD1340 Creating Websites Using HTML5, CSS3 and JavaScript or equivalent**

SD3240 Creating Websites in the LAMP Environment**4.5 credit hours**

This course examines strategies and skills used to develop interactive Websites and applications in the open source environment using Linux, Apache, MySQL and PHP (LAMP) technologies. **Prerequisites: SD2520 Introduction to Database and XML with jQuery or equivalent, SD3120 Programming in Open Source with LAMP or equivalent, SD3140 Introduction to Web Interface Design or equivalent**

SD3320 Programming in Visual Basic**4.5 credit hours**

This course introduces techniques for using Visual Basic in the Microsoft Visual Studio environment. **Prerequisites: SD1420 Introduction to Java Programming or equivalent, SD2520 Introduction to Database and XML with jQuery or equivalent**

SD3410 Software Testing**4.5 credit hours**

This course examines practical ways to test software in development environments. Methods and tools involved in test planning, execution, and reporting throughout the software development life cycle will be introduced. Validation and resolution methods and tools will also be explored. **Prerequisites: SD1230 Introduction to Application Design and Development or equivalent, SD3320 Programming in Visual Basic or equivalent**

SD3440 Creating Websites Using ASP.NET**4.5 credit hours**

This course examines strategies and techniques to develop interactive Websites in the Microsoft ASP.NET environment. **Prerequisites: SD3140 Introduction to Web Interface Design or equivalent, SD3320 Programming in Visual Basic or equivalent**

SD4550 Application Development Using Visual Studio I**4.5 credit hours**

This course introduces techniques to develop Windows based applications for desktop and mobile devices in the Microsoft Visual Studio environment. **Prerequisite: SD3320 Programming in Visual Basic or equivalent**

SD4555 Development for Web Analytics Applications**4.5 credit hours**

This course examines technologies and techniques used in applications, such as social networking and media, email and blogs, cloud-based productivity, Web-based advertising, search engines and services. Topics include how to apply applications that effectively interact with applications to perform data analysis and support organizational and business needs. **Prerequisites: SD2670 Social Networking Applications and Technology or equivalent, SD3440 Creating Websites Using ASP.NET or equivalent**

SD4650 Application Development Using Visual Studio II**4.5 credit hours**

This course examines techniques to develop interactive Windows based applications in the Microsoft Visual Studio environment. **Prerequisite: SD4550 Application Development Using Visual Studio I or equivalent**

SD4660 Security in Application Development**4.5 credit hours**

This course provides an overview of strategies and techniques used for information and system security in developing software applications for desktop and mobile devices. **Prerequisite: SD4555 Development for Web Analytics Applications or equivalent**

SD4680 Cloud Computing with Google App Engine and Microsoft Windows Azure**4.5 credit hours**

This course examines strategies and techniques applicable to the development environment for cloud-based applications. **Prerequisite: SD4555 Development for Web Analytics Applications or equivalent**

SD4799 Software Development Capstone Project**4.5 credit hours**

This course provides the opportunity for students to use the knowledge and skills taught in the program of study to research, design, develop and promote a functional software application that can help solve specific problems for end users. **Prerequisites: Completion of a minimum of 171 credits earned in the program of study**

General Studies Courses**GS1140 Problem Solving Theory****4.5 credit hours**

This course introduces students to fundamental principles, strategies and methods of problem solving theory.

GS1145 Strategies for the Technical Professional**4.5 credit hours**

This course reviews characteristic and trends of the global information society including basic information processing, Internet research, other skills used by the technical professionals and techniques that can be used for independent technical learning.

GS2745 Advanced Strategies for the Technical Professional**3.0 credit hours**

This course focuses on skills, characteristics and attitudes that contribute to professional life. Topics include personal integrity, business communication skills, teamwork and conflict resolution, financial literacy, professional work habits, networking and social media, and lifelong learning. **Prerequisites: Completion of a minimum of 65 credits earned in the program of study including GS1145 Strategies for the Technical Professional or equivalent**

ONLINE COURSE INFORMATION

Online Courses - Any or all of the courses in a program that are marked with a "+" in the program outline for that program in the Curricula section of this catalog may be taught either completely in residence at the school, completely online over the Internet as a distance education course or partially in residence and partially online, as determined by the school from time to time in its discretion. **In order to help students become familiar with fundamentals of taking courses online over the Internet, the school may determine that a portion of the first online course that a student takes in this program must be taken online at the school in a supervised setting.**

Distance education courses are delivered online over the Internet through an asynchronous learning network. There is a prescribed schedule for completion for each of these courses. Support materials for each distance education course are sent to the student. These materials may include course syllabus, textbook, CD-ROM and other printed documents required for the distance education course. Students are assigned a cohort group for each distance education course. Online interaction within their assigned group and with the instructor is through discussion board and e-mail systems.

Any student who is registered to take a distance education course will be assigned a unique login identifier and prompted to create a unique password. The unique login identifier and instructions on how to create a unique password will be sent via e-mail to the student's e-mail account at the school. The student may not share his or her login identifier or password with other students or any person at the school. A copy of the school's privacy policy can be obtained at <http://www.itt-tech.edu/privacy.cfm/>. A student will not be charged any fees for verifying the student's identity.

Online Student Preparation - Prior to starting any of the distance education courses taught online over the Internet in any program, the student is required to complete the online student preparation, which describes the protocols that the student must follow when taking a distance education course online over the Internet.

Student Equipment - The student is responsible, at his or her expense, for providing all supplies and equipment for the student's use in the distance education courses in any program that is taught online over the Internet. The student equipment includes, without limitation, a computer (and the associated accessories and peripheral equipment, including without limitation, a monitor, keyboard and printer), software, Internet service and e-mail account ("Student Equipment"). In order to assist students whose access to their Student Equipment is disrupted, the school will, from time to time in its discretion, make available certain computers, associated peripheral equipment and Internet access at the school for use by those students.

Computer, Software Requirements and Specifications and Internet Service - The computer (and the associated accessories and peripheral equipment), software and Internet service included in the Student Equipment must satisfy the following specifications:

Minimum Requirements for Computer: Intel®Core™ 2 Duo or AMD Phenom™ II or equivalent PC-compatible (Macintosh or UNIX-based machines are not supported), 1.8 GHz processor speed (or greater), 2GB RAM (4GB preferred), DVD±R optical media drive, 40GB free space (60GB preferred) on master hard drive (additional free space may be required during installation), 1280x1024 display resolution, 16-bit color qualified hardware accelerated Open GL 3.1 (or greater) video card supporting DX10 (shader 4.0), 256MB video memory, stereo sound card, sound output device (internal or external speakers, or headset), sound input device (microphone) (combination headset with microphone recommended), available USB 2.0 port.

Minimum Requirements for Software: Microsoft Windows 7 (or higher), Microsoft Internet Explorer 7.0 (or higher), Microsoft Office Professional 2007 (or higher), and functional e-mail address with file attachment capabilities. The student will be required to obtain any software tools, plug-ins and/or applications identified in the course syllabus for any course in the program of study.

Minimum Requirements for Internet Service: Broadband connection such as cable or DSL.

The student is obligated for any expense associated with obtaining access to the above specified computer equipment, software, Internet service and e-mail account.

COURSE NUMBERING SYSTEM

The prefix of a course designated in the program outline for each program of study stands for the type of course. Courses may be designated with a three digit or four digit numerical code. The first digit indicates the course level. Courses designated with a first digit of one or two are lower division courses. Courses designated with a first digit of three or four are upper division courses. Some courses designated with a first digit of three may be required during the latter quarters of an associate degree program. Refer to the Program Outline for a listing of any required associate degree courses designated with a first digit of three.

CREDIT HOUR

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation each week during the program course. The learning that actually occurs may vary depending on the instructor's delivery method and style, the student's background, demonstrated effort and capability, and the size and composition of the class, notwithstanding the amount of time spent on class activities and student preparation each week during the program course.

Residence Courses: In all courses, other than those taken through directed independent study, a quarter credit hour represents: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities or (c) at least 30 clock hours of externship or practicum or clinical component. A clock hour is 50 minutes.

Online Courses: A quarter credit hour represents at least 10 clock hours of distance education instruction taught online over the Internet and at least 20 clock hours of outside preparation. A clock hour is 50 minutes.

CURRICULUM

The school may, at any time in its discretion, (a) vary the offering and/or sequence of courses in any program of study, (b) revise the curriculum content of any program of study or any course in any program of study, and (c) change the number of credit hours in any program of study or any course in any program of study. Information on any plans that the school has for improving the curricula can be obtained from the Dean.

PROGRAMS AND COURSES OFFERED

The school offers only those specific programs of study and courses within those specific programs of study that are expressly discussed in the Curricula section of this catalog. Other ITT Technical Institutes offer only those specific programs of study and courses within those specific programs of study that are specified in their respective current catalogs. The school does not make any representation or promise whatsoever regarding any program of study or course within any program of study that the school or any other ITT Technical Institute may offer in the future.

All of the courses in every program of study are not offered every academic quarter. New classes in every program of study do not begin every academic quarter. Course offerings and new classes in programs of study are dependent on a variety of factors, including student interest and faculty availability, among others. The school will, in its discretion, determine which courses will be offered each academic quarter and which programs of study will begin new classes each academic quarter. The school does not make any representation or promise whatsoever that any course will be offered by the school in any academic quarter or that a new class in any program of study will begin in any academic quarter. As a result, a student may not be able to take all of the courses that he or she desires to take in any academic quarter or begin a program of study in any academic quarter, which may affect the amount of time it takes the student to graduate from a particular program of study.

Textbook information for each of the offered courses is available on the ITT Technical Institute website at www.itt-tech.edu/textbooks/.

HOMEWORK

Each course included in a program of study will entail varying amounts of homework and outside class preparation depending on the course, faculty member and the student's progress in the course.

DIRECTED INDEPENDENT STUDY

A situation may arise that prevents a student from taking a program course in its regular format during a particular quarter. If this situation occurs, the school may, in its discretion, permit the student to take the program course through directed independent study ("DIS"). In order to take a program course through DIS, the student must request permission in writing from the Dean to take the program course through DIS. If the school grants the student permission to take the program course through DIS, the student must agree in writing to a syllabus that outlines the learning objectives, texts, course requirements, evaluation criteria, meeting dates and examination dates for that course. A student who takes any program course through DIS will be required to meet with the assigned faculty member for that course at least once per week during the quarter for at least 50 minutes each meeting to review the student's

progress in the course and for the student to submit required assignments, make any scheduled presentations and take scheduled exams. The student should expect to be assigned a significant amount of laboratory activity with respect to any program course taken through DIS that includes a laboratory component.

A student may not seek permission to take a program course through DIS:

- (a) until the student has successfully completed program courses worth at least 36 quarter credit hours at the school or at any other ITT Technical Institute;
- (b) unless the student has an overall cumulative grade point average of at least 2.50 for all of the program courses that the student has taken at the school;
- (c) unless the student is making satisfactory academic progress in his or her program of study as of the end of the most recent quarter during which the student was enrolled in that program;
- (d) if the student would be on academic and financial aid probation status during the quarter that the student would take the program course through DIS; or
- (e) if the student previously attempted and failed the program course at the school or at any other ITT Technical Institute.

The school may, in its discretion, vary from time to time the program courses available to be taught through DIS. Not all program courses will be made available by the school to be taught through DIS, including, without limitation, courses with a one hundred level course number. A student will not be permitted to attempt more than: (a) one program course through DIS during any quarter; (b) four program courses through DIS in any associate's degree program of study in which the student is enrolled at the school; or (c) seven program courses through DIS in any bachelor's degree program of study in which the student is enrolled at the school.

MAXIMUM COURSE LOAD

A student cannot register to take program courses in any quarter that, in total, represent more than 24 credit hours. Any student who wishes to register to take program courses in any quarter that represent more than 19 credit hours must first consult with and obtain the permission of the Dean prior to the beginning of that quarter.

PRACTICUM OR CLINICAL COMPONENT

Certain courses within specific programs of study include a practicum or clinical component that must be successfully completed by the student at one or more facilities that are assigned to the student by the school. The course(s) that include a practicum or clinical component are identified in the program outline for the particular program of study contained in the Curricula section of this catalog. Students who are enrolled in a program of study that contains one or more courses that include a practicum or clinical component are required to enter into an agreement with the school that sets forth the terms of the student's practicum or clinical component, identifies risks associated with that component and releases the school from any liability to the student with respect to that component. Students may obtain an advance copy of the practicum or clinical agreement from the school's administration.

EXTERNSHIP

The course requirements of certain courses within specific programs of study may be satisfied through externship opportunities that may be available to a student. Externships are conducted at locations off campus at facilities that are unaffiliated with the school. An externship must be successfully completed by the student in order for the student to receive credit for the course requirement in the program of study. The course requirements that may be substituted with an externship opportunity are identified in the program outline for the particular program of study contained in the Curricula section of this catalog. Students who are enrolled in a program of study in which one or more courses may be satisfied with externship opportunities are required to enter into an agreement with the school that sets forth the terms of the student's externship, identifies risks associated with that externship and releases the school from any liability to the student with respect to that externship. Students may obtain an advance copy of the externship agreement from the school's administration.

ADMINISTRATIVE INFORMATION

ADMISSION

Admission Requirements and Procedures

A student may be admitted into a program of study offered by the school upon satisfying all of the following requirements:

- (a) The student is at least 16 years of age.
- (b) The student has:
 - (1) a high school diploma; or
 - (2) a recognized equivalent of a high school diploma (e.g., typically a general education development (GED) certificate or a document from a state authority (to the satisfaction of the school) recognizing that the student has successfully completed secondary school through home schooling (as defined by state law)).

The student must either:

- (i) certify (on a form and in a manner acceptable to the school) the following at or before the start of the student's first quarter of attendance at the school, or the student will be terminated from his or her program of study:
 - (A) the student has graduated from a high school; or
 - (B) the student has obtained a recognized equivalent of a high school diploma; or
- (ii) provide the school with the following before the end of the student's first quarter of attendance at the school, or the student will be terminated from his or her program of study:
 - (A) a copy of the student's high school diploma;
 - (B) a copy of the student's recognized equivalent of a high school diploma;

- (C) the student's official high school transcript;
- (D) the student's GED scores at or above the passing level set by the state agency awarding the GED; or
- (E) a document from a state authority (to the satisfaction of the school) recognizing that the student successfully completed secondary school through home schooling (as defined by state law).

If the student satisfies this admission requirement by certifying that the student graduated from a high school or obtained a recognized equivalent of a high school diploma, the school may, in its discretion, require the student to provide the school with documentary proof of the student's high school graduation or equivalency, in a form acceptable to the school.

- (c) The student passes (as determined by the school in its discretion) an individual interview, which may include assessment of English proficiency for an English as a Second Language ("ESL") student, with the Registrar, if the Registrar requests an interview with the student.

Upon the student's satisfaction of all of the above requirements with respect to his or her selected program of study, the school will promptly notify the student that he or she is admitted into that program of study at the school.

Late Admission

A new student must be admitted into a program of study and begin attending classes in at least one of the program courses: (a) taught over 12 weeks that he or she is registered to take during the first quarter of the student's enrollment in that program of study (i) within 14 calendar days following the first class session of a program course taught in residence or (ii) on or before the third Sunday of the quarter for a program course taught online, or the student's registration in that program of study will be canceled by the school or; (b) taught over six weeks that he or she is registered to take during the first quarter of the student's enrollment in that program of study (i) within seven calendar days following the first class session of a program course taught in residence or (ii) on or before the first Sunday of the quarter for a program course taught online, or the student's registration in that program of study will be cancelled by the school. If a student's enrollment in a program of study is canceled by the school, the student may seek readmission to the program at the next available date that the program of study is offered by the school.

Credit for Previous Education or Experience

A student may request credit for courses in the student's program of study at the school based on the student's previous postsecondary education or experience, by submitting a written request to the Registrar.

- (1) **Previous Postsecondary Education** - Following the Registrar's receipt of the student's written request, the school may grant the student credit for course(s) in the student's program of study based on the student's previous postsecondary education at a different institution, if the student satisfies all of the following requirements:
 - (a) The student provides the school with an official transcript from each educational institution awarding any credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school. If the educational institution is located (I) in the U.S., it must be accredited by an accrediting agency recognized by the U.S. Department of Education, or (II) outside the U.S., it must be accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.
 - (b) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific core, technical basic and general studies course requirements of the student's program of study at the school is determined, in the school's discretion, to be equivalent to the subject matter of such core, technical basic and general studies course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific general education course requirements of the student's program of study at the school is determined, in the school's discretion, to be substantially similar to the subject matter of such general education course(s). The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy any elective course requirements of the student's program of study at the school is determined, in the school's discretion, to represent a level of rigor that is equal to or greater than the rigor of the school's lower division courses.
 - (c) The number of credits that the student desires to transfer to the school to satisfy the requirements of a specific course in the student's program of study at the school must equate, as determined by the school, to at least the same number of quarter credit hours of that course as specified in the Program Outline for the student's program of study at the school.
 - (d) The student completed each course represented by credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school with at least: (i) a grade of "C" (i.e., 2.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute; or (ii) a passing grade, if the credits were earned at an ITT Technical Institute.

Other institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website at www.itt-tech.edu/articulation/. Many of the same and other limitations and conditions specified above with respect to credit granted by the school for a student's previous postsecondary education at a different institution will apply to credit granted by a different institution for a student's postsecondary education at the school. As a result, any student considering continuing his or her education at, or transferring to, any institution other than an ITT Technical Institute must not assume that any credits earned in any course taken at the school will be accepted by the receiving institution. The student must contact the registrar of the receiving institution to determine what credits earned at the school, if any, that institution will accept.

- (2) **Previous Experience** - Upon the Registrar's receipt of the student's written request, a \$500 processing charge will be due and payable by the student to the school, unless the student's previous experience is based solely on military experience (e.g., a SMART transcript). Following the Registrar's receipt of the student's written request, the school: (a) will add the \$500 processing charge, as applicable, to the amount that is due and payable by the student to the school; and (b) may grant the student credit for course(s) in the student's program of study based on the student's previous experience, if the student demonstrates, to the school's satisfaction, that he or she has sufficiently grasped the knowledge and skills offered by the specific course(s) contained in

the student's program of study at the school that the student desires credit for previous experience. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score thereon as required by the school. Notwithstanding the foregoing, a student may not receive credit based on the student's previous experience with respect to any course(s) in the student's program of study at the school that the student previously attempted at the school or at any other ITT Technical Institute.

Any student eligible to receive veterans educational benefits while attending any course(s) in an eligible program of study at the school will be denied veterans educational benefits for any such course(s) that the student previously successfully completed (as determined in the school's discretion in accordance with U.S. Department of Veterans Affairs regulations) elsewhere. As a result, each student eligible and desiring to receive veterans educational benefits while attending an eligible program of study at the school must provide the school with an official transcript for all previous postsecondary education and the student's military discharge document DD214, prior to the first scheduled class in the first course that the student is registered to take in the student's eligible program of study at the school. The school will determine, in its discretion, whether: (a) the subject matter of any course previously taken by the student is substantially the same as the subject matter of any course contained in the student's eligible program of study at the school; and (b) the number of credits of any course previously taken by the student equate to at least the same number of quarter credit hours of any course having substantially the same subject matter that is contained in the student's eligible program of study at the school. If the school determines that (I) the subject matter of any prior course taken by the student is substantially the same as the subject matter of a course in the student's eligible program of study at the school and (II) the number of credits of that prior course equates to at least the same number of quarter credit hours as the course in the student's eligible program of study that has substantially the same subject matter, the school will grant the student credit for such prior course.

The total number of credits for courses in the student's program of study which may be granted to the student by the school based on the student's previous postsecondary education at an institution other than the school (which includes the main campus or any additional location of the school) and/or previous experience as provided above cannot exceed 75% of the quarter credit hours required to graduate from the program. See the Graduation Requirements section of this catalog for further information. If the school grants the student credit for any course in the student's program of study based on the student's previous postsecondary education or experience as provided above: (a) the student will receive a grade of "TR" for that course, if credit was granted based on the student's previous postsecondary education at a different institution; and (b) the student will receive a grade of "CR" for that course, if credit was granted based on the student's previous experience.

CLASS SCHEDULE

(a) Prior to the student's attendance in any program course in a quarter, the school will notify the student in writing of:

- the program course(s) that the student has been registered by the school to take in that quarter;
- whether the program course will be taught either completely in residence at the school, completely online over the Internet as a distance education course, or partially in residence and partially online; and
- for residence courses, the meeting days of the class periods in each such program course and the times and instruction site of those class periods ("Class Schedule").

The school will notify the student of the location, times and dates associated with the practicum or clinical component of any program course(s) that the student is registered to take in a quarter prior to the start of that component, and this information will not be contained on his or her Class Schedule.

(b) The student may modify his or her Class Schedule for any quarter at any time prior to his or her first recorded attendance in any program course in that quarter, by notifying the school in writing. The student's written notification must specify any program course(s) that the student wants deleted from and/or added to his or her Class Schedule. Upon receipt of the student's written notification, the school will:

- cancel the student's registration for, and delete from his or her Class Schedule, any program course(s) specified in the notice;
- register the student for, and add to his or her Class Schedule, any program course(s) specified in the notice, but only if the school determines that the program course(s) are being taught in that quarter, the student has satisfied any prerequisites and the class size of the program course(s) can accommodate the student; and
- notify the student in writing of his or her modified Class Schedule.

If the student does not modify his or her Class Schedule for any quarter by notifying the school in writing prior to the student's first recorded attendance in any program course in that quarter, the student will have accepted and agreed to his or her Class Schedule and will remain registered for the program course(s) specified in his or her Class Schedule. The student cannot modify the location, times or dates associated with the practicum or clinical component of any program course(s).

(c) At any time prior to the start of any program course that the student is registered to take in any quarter, the school may:

- change the start date of that quarter;
- assign the student a new Class Schedule for that quarter; and/or
- cancel the program.

- (1) If the school changes the start date of a quarter and/or assigns the student a new Class Schedule for a quarter, the student may modify his or her Class Schedule by notifying the school in writing prior to the student's first recorded attendance in any program course in that quarter. The student's written notification must specify any program course(s) that the student wants deleted from and/or added to his or her Class Schedule. Upon receipt of the student's written notification, the school will:

- cancel the student's registration for, and delete from his or her Class Schedule, any program course(s) specified in the notice;
- register the student for, and add to his or her Class Schedule, any program course(s) specified in the notice, but only if the school determines that the program course(s) are being taught in that quarter, the student has satisfied any prerequisites and the class size of the program course(s) can accommodate the student; and
- notify the student in writing of his or her modified Class Schedule.

If the student does not modify his or her Class Schedule for any quarter by notifying the school in writing prior to his or her first recorded attendance in any program course in that quarter, the student will have accepted and agreed to the changed start date of that quarter and/or the student's new Class Schedule.

- (2) If the school cancels the program, the student's enrollment in the program will have been canceled by the school.

- (d) At any time following the start of any program course that the student is registered to take in any quarter, the school may:

- merge the student's class taking that program course into one or more other classes taking the same program course;
- divide the student's class taking that program course into more than one class taking the same program course;
- change the times and/or meeting days of the student's class periods in a program course that is taught in residence at the school;
- change the instruction site of the student's class periods in a program course that is taught in residence at the school; and/or
- cancel that program course.

- (1) If the school merges the student's class taking a program course into one or more other classes taking the same program course and/or divides the student's class taking a program course into more than one class taking the same program course, the student's Enrollment Agreement with the school will remain in full force and effect, any affected terms and provisions of that Enrollment Agreement will be automatically revised to reflect such changes and the student will not be relieved of any of his or her obligations under that Enrollment Agreement, except as may be otherwise expressly required by applicable state law.

- (2) If the school changes the times and/or meeting days of the student's class periods in a program course taught in residence at the school, the student may cancel his or her registration for that program course by delivering written notice of such cancellation to the school within 10 days of the school's notice of such change. Upon receipt of the student's written notification, the school will:

- cancel the student's registration for, and delete from his or her Class Schedule, that program course; and
- notify the student in writing of his or her modified Class Schedule.

If the student does not notify the school in writing that he or she is canceling his or her registration for that program course within 10 days of the school's notification of such change, the student will have accepted and agreed to the changed times and/or meeting days of his or her class periods in that program course.

- (3) If, following the start of a program course taught in residence at the school, the school changes the instruction site of the student's class periods in that program course from the instruction site specified on the student's Class Schedule, the school will:

- provide the student with 30 days prior written notice of that change (or such lesser amount as is reasonably practicable in the event of an act of God, fire or any circumstance not within the school's control); and
- request that the student acknowledge that change by executing a written amendment to his or her Enrollment Agreement with the school that specifies the student's new instruction site for the remainder of that program course.

Any failure by the student to execute a written amendment to that Enrollment Agreement specifying his or her new instruction site for that program course will constitute the student's intent to withdraw from that program course.

- (4) If the school cancels any program course that the student is registered to take in any quarter, the school will:

- cancel the student's registration for, and delete from his or her Class Schedule, that program course; and
- notify the student in writing of his or her modified Class Schedule.

- (e) The student understands and acknowledges that his or her Class Schedule with respect to the times, meeting days and/or instruction site of the class periods in the program course(s) that the student is registered to take are likely to change from one quarter to the next.
- (f) Any class period in a program course taught in residence at the school, or any portion of a practicum or clinical component of a program course, that is canceled by the school in any quarter due to a holiday or any other reason will be rescheduled by the school for a different day and time in the same quarter. A canceled class period in such a program course may be rescheduled by the school for a day and/or time that differ from the student's regular Class Schedule. A canceled portion of a practicum or clinical component of such a program course may be rescheduled by the school for a day and/or time that differ from the day and/or time that were previously scheduled.

STUDENT CALENDAR

	2015	2016*	2017*
New Year's Day**	January 1	January 1	January 1
Classes Resume After Winter Break	January 5	January 4	January 2
Presidents' Day**	February 16	February 15	February 20
Winter Quarter Ends	March 15	March 13	March 12
Spring Quarter Begins	March 16	March 14	March 13
Memorial Day**	May 25	May 30	May 29
Spring Quarter Ends	June 7	June 5	June 4
Summer Break**	June 8 - 14	June 6 - 12	June 5 - 11
Summer Quarter Begins	June 15	June 13	June 12
Independence Day**	July 3 - 4	July 4	July 4
Summer Quarter Ends	September 6	September 4	September 3
Labor Day**	September 7	September 5	September 4
Fall Break**	September 7 - 13	September 5 - 11	September 4 - 10
Fall Quarter Begins	September 14	September 12	September 11
Thanksgiving**	November 26 - 27	November 24 - 25	November 23 - 24
Fall Quarter Ends	December 6	December 4	December 3
Winter Quarter Begins	December 7	December 5	December 4
Winter Break**	December 21, 2015 - January 3, 2016	December 19, 2016 - January 1, 2017	December 25, 2017 - January 7, 2018

*Tentative Dates

**No classes

The school may at any time change or modify the Student Calendar to the extent the school determines necessary, in its discretion, by reason of any: (a) act of God, including, without limitation, any natural disaster or inclement weather; (b) fire; (c) riot; (d) local, state or national emergency; (e) business necessity; (f) war; (g) act of terrorism; (h) civil insurrection; (i) strike or other labor difficulty; (j) rule, order, regulation and/or law of any governmental entity; and/or (k) school-sponsored activity. The school will promptly notify the student body as soon as practical following any determination by the school to change or modify the Student Calendar. If the school exercises any of its rights to change or modify the Student Calendar, the student's Enrollment Agreement with the school will remain in full force and effect, and the student will not be relieved of any of his or her obligations thereunder.

ADMINISTRATION POLICIES

Non-Discrimination and Diversity

The school is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, religion, color, age, sex, sexual orientation, national origin, disability, gender, genetic information, or any other protected status, in employment, educational programs and activities, and admissions. The school also encourages cultural and ethnic diversity in its faculty, staff, and student body.

In accordance with the requirements of Title IX of the Education Amendments of 1972 and their regulations, the school does not discriminate on the basis of sex in the educational programs and activities which it operates, including employment and admissions. The school Director is designated the school's Title IX Coordinator to coordinate Title IX compliance.

Academic Achievement

Grading

Grading is administered to assess the student's educational progress. Grading is based on the student's performance in class and level of achievement on assignments, projects and examinations. The following is a list of possible grades that a student may receive for a course, the points that each grade will contribute per course credit hour to the student's grade point average and a brief description of the grade:

<u>Grade</u>	<u>Points</u>	<u>Description</u>
A	4.0	Indicates a superior level of achievement.
B+	3.5	Indicates a good level of achievement.
B	3.0	Indicates a good level of achievement.
C+	2.5	Indicates an average level of achievement.
C	2.0	Indicates an average level of achievement.
D+	1.5	Indicates a marginal level of achievement.
D	1.0	Indicates a marginal level of achievement.
F	0.0	Indicates an unsatisfactory level of achievement. Any student earning a grade of "F" in a course specified in the program outline of his/her program of study must repeat and successfully complete that course prior to graduation.
I	N/A	Incomplete - Indicates that the student has not completed all work required for the course. The otherwise earned letter grade is awarded (normally a "F"), unless all required work is successfully completed within (a) six weeks following the end of a full-quarter course (excluding break week), or (b) three weeks following the end of a half-quarter course (excluding break week). Incompletes may only be awarded upon approval of the instructor and Dean.
CR	N/A	Credit - Indicates that the student demonstrated knowledge and skill in the course through previous experience. "CR" is not considered in computing the grade point average.
TR	N/A	Transferred Credit - Indicates the school accepted credit earned for previous postsecondary education at an institution other than an ITT Technical Institute. "TR" is not considered in computing the grade point average.
W	N/A	Withdrawal - Indicates that the student withdrew or was terminated from the course within the first 75% of that course. "W" is not considered in computing the grade point average. Withdrawals after the first 75% of the course has been completed will receive the otherwise earned letter grade (normally an "F").
P	N/A	Passing - Indicates a passing grade in a course designated as a pass-fail course. "P" is not considered in computing the grade point average.
*	N/A	Indicates that the course was repeated.
(R)	N/A	Indicates that the course was attempted previously.

A grade earned by a student in a course taken at any other ITT Technical Institute will be accepted by the school and appear on the student's academic transcript.

Graduation Requirements

In order to graduate from his or her program of study at the school: (a) a student must attain an overall 2.0 cumulative grade point average for all of the courses included in the program; (b) a student must either successfully complete all of the course requirements for the program (as such courses may be revised or modified from time to time in the school's discretion) within the Maximum Time Frame for Completion as specified below or receive credit for such courses from the school based on the student's previous postsecondary education or experience; (c) at least 25% of the quarter credit hours required to graduate from the program must be earned at the main campus or any additional location of the school; and (d) a student's administrative record, academic record and account with the school must be up to date and current.

Credential

Upon successfully completing all of the requirements for graduation and satisfying all indebtedness to the school, the school will award the student the appropriate credential for the student's program of study as specified in the Curricula section of this catalog. The school only awards graduates of a specific program of study the credential specified for the student's program in the Curricula section of this catalog. Other ITT Technical Institutes only award their graduates of a specific program of study the credential specified for that

program in that ITT Technical Institute's current catalog. The school does not make any representation or promise whatsoever regarding any future credential that may be awarded to any graduate of any program of study that the school or any other ITT Technical Institute may offer.

Honors

To accent the importance of academic performance and give recognition to students who achieve a better than average scholastic record, the school has the following academic achievement recognition levels:

- (a) Honors List - Any student who, during a quarter, takes program courses that represent at least eight credit hours and who achieves an overall grade point average of 3.50 to 3.79 for the program courses taken in that quarter will be placed on the Honors List.
- (b) Highest Honors List - Any student who, during a quarter, takes program courses that represent at least eight credit hours and who achieves an overall grade point average of at least 3.80 for the program courses taken in that quarter will be placed on the Highest Honors List.
- (c) Graduation with Honors - Any student who graduates from his or her program of study at the school with an overall cumulative grade point average of: (i) 3.50 to 3.79 for all of the courses taken in the program will be designated an Honors Graduate; and (ii) at least 3.80 for all of the courses taken in the program will be designated a Highest Honors Graduate.

Academic Transcript

An unofficial copy of each student's transcript is available from the Registrar upon request by the student. This service is subject to the Family Educational Rights and Privacy Act of 1974, as amended. The school reserves the right to withhold an official academic transcript if: (a) the student's financial obligation to the school is in arrears; or (b) the student is in arrears on any federal or state student loan obligation. The school also reserves the right to limit, in its discretion, the number of official academic transcripts provided without a processing fee.

Satisfactory Academic Progress

Each student must make satisfactory academic progress toward completing his or her program of study, regardless of the student's course load in any academic quarter or whether the student receives financial aid. To be making satisfactory academic progress, a student must satisfy the criteria set forth below in this Satisfactory Academic Progress section. Any student who is failing to make satisfactory academic progress in his or her program of study at any Evaluation Point specified below will be notified by the School of such failure and either be placed on academic and financial aid probation ("AFAP") or terminated from that program of study as provided below.

Evaluation Points

A student will not be making satisfactory academic progress, if at any Evaluation Point specified below:

- the student's overall cumulative grade point average ("OCGPA") in his or her program of study is less than the OCGPA required at that Evaluation Point; or
- the student has not successfully completed the percentage of the total cumulative credit hours he or she has attempted in his or her program of study ("Credit Completion Percentage") required at such Evaluation Point:

<u>Evaluation Point*</u>	<u>Required OCGPA</u>	<u>Required Credit Completion Percentage</u>	<u>See Note</u>
End of the student's first academic year (as defined below)	1.5	50%	(1)
End of the student's second academic year	2.0	66.67%	(1)
End of each of the student's seventh and any subsequent academic quarters	2.0	66.67%	(1)
End of any academic quarter of the student's AFAP	See Note (2) below	See Note (2) below	(3)
100% of the Maximum Time Frame for Completion ("MTFC") (as defined below)	2.0	66.67%	(3)

*If, at any point in time, more than one Evaluation Point is applicable to a student, the student's satisfactory academic progress determination will be based on the applicable Evaluation Point that requires the highest OCGPA and Credit Completion Percentage and the most restrictive note(s).

Notes:

- (1) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study, unless:

- the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
- the Dean grants the student's appeal; and
- the student satisfies all of the conditions specified below in the Academic and Financial Aid Probation section to be placed on AFAP.

If all of the conditions specified in the sentence immediately above are satisfied, the student will be placed on AFAP during the student's next academic quarter of attendance in the program.

- (2) The OCGPA and Credit Completion Percentage required at the end of the immediately preceding academic quarter.
- (3) If a student is not making satisfactory academic progress in his or her program of study at this Evaluation Point, the student will be terminated from that program of study at the school.

The calculation of the student's OCGPA in his or her program of study will include the points associated with the grade earned by the student with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student: (a) was enrolled in that program of study; and (b) was enrolled in a different program of study, if (i) the subject matter of that course is substantially the same as any course in his or her current program of study or (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Satisfactory Progress Requirements for Washington State Grant Aid Programs

At the end of each academic quarter, the school will examine whether a recipient of the Washington State Need Grant ("WSNG"), College Bound Scholarship ("CBS"), or Passport to College Promise Scholarship ("Passport") is progressing satisfactorily in his or her program of study at the school in order to determine if the recipient is eligible to receive a disbursement for the following academic quarter. In order for the recipient to progress satisfactorily from one academic quarter to the next, the recipient must:

- satisfy the satisfactory progress requirements under Washington law, as set forth in WAC 250-20-021(20) ("Satisfactory Progress Requirements"); and
- not have attempted more than 125% of the credit hours designated in the Program Outline section of the school catalog for the recipient's program of study (as such credit hours may be revised or modified from time to time by the school in its discretion) less the credit hours associated with any course that the recipient receives a grade of "CR" or "TR," rounded down to the nearest whole credit hour, pursuant to the Maximum Time Frame for Completion section of the school catalog (the "Maximum Length Requirement").

To satisfy the Satisfactory Progress Requirements, a recipient must:

- successfully complete a minimum number of credit hours in the recipient's program of study during each academic quarter for which the recipient receives a disbursement, based on the recipient's student status (which is based on the student's course load) during that academic quarter; and
- be making satisfactory academic progress, as specified in the Satisfactory Academic Progress section of the school catalog ("SAP"), in the recipient's program of study at the school.

The minimum number of credit hours that the recipient must successfully complete in his or her program of study during an academic quarter in order to satisfy the Satisfactory Progress Requirements are as follows:

Student Status	Minimum Number of Credit Hours Required to be Completed
Full-time (i.e., 12 or more credit hour course load)	12
Three-quarter-time (i.e., nine to 11 credit hour course load)	9
Half-time (i.e., six to eight credit hour course load)	6

If a recipient fails to satisfy the Satisfactory Progress Requirements in any academic quarter, the recipient will remain eligible for a disbursement for the following academic quarter, if:

- the recipient successfully completed at least one-half of the minimum number of credit hours required in the recipient's program of study in the academic quarter most recently completed by the recipient (i.e., six credit hours for a full-time student, five credit hours for a three-quarter-time student and three credit hours for a one-half-time student);
- the recipient has not exceeded the Maximum Length Requirement; and
- the recipient was making SAP in the recipient's program of study at the end of the academic quarter most recently completed by the recipient.

A recipient will also be considered to be making SAP during any academic quarter in which the recipient is on academic probation, as described in the Satisfactory Academic Progress section of the school catalog. A recipient on academic probation must complete 100% of the credits upon which the state aid award was calculated during the probationary academic quarter or state aid will be suspended in the following academic quarter, unless successfully appealed. Any student desiring to apply for Washington state grant aid program should contact the Finance Department.

Maximum Time Frame for Completion

The student's Maximum Time Frame for Completion ("MTFC") for his or her program of study is 150% of the credit hours designated in the Program Outline for such program of study (as such credit hours may be revised or modified from time to time by the school in its discretion), rounded down to the nearest whole credit hour. For example, if a program of study consists of 90 credit hours, the student's MTFC is 135 credit hours (150% of 90). Each credit hour in a program of study that is "attempted" (as defined below) by a student is counted toward the student's MTFC of that program of study each and every time the credit hour is attempted by the student. A credit hour is "attempted," if the student receives any of the following grades from the school and/or from any other ITT Technical Institute for the course represented by the credit hour: "A," "B+," "B," "C+," "C," "D+," "D," "F," "I," "W," "P," "CR" or "TR". For example, if a student takes Course X, consisting of 4.5 credit hours, and receives a grade of "W" and the student retakes Course X and earns a grade of "B," the student will have attempted 9 credit hours with respect to Course X. A student may not exceed his or her MTFC for the student's program of study. The student's MTFC for his or her program of study will include the credit hours attempted with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

- (a) was enrolled in that program of study; and
- (b) was enrolled in a different program of study, if
 - (i) the subject matter of that course is substantially the same as any course in his or her current program of study or
 - (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

A student will not be making satisfactory academic progress and will be terminated from his or her program of study if, at any time, the school determines that the student is unable to graduate from his or her program of study without exceeding the student's MTFC for that program of study.

Academic Year

An academic year is three academic quarters in length. Any academic quarter that the student attended in any program of study at the school or any other ITT Technical Institute during which the student attempted any course that is included in, counts toward or satisfies any of the coursework requirements of the student's current program of study (whether a core, general education, general studies, technical basic, elective or any other type of course), will be counted for purposes of determining the student's applicable academic year and/or academic quarter under the Evaluation Points section.

Credit Completion Percentage

The Credit Completion Percentage is calculated by dividing (a) the total number of credit hours in the courses included in the student's program of study for which the student receives a grade of "A," "B+," "B," "C+," "C," "D+," "D," "CR" or "TR" from the school by (b) the total number of credit hours that the student has attempted in the courses included in the student's program of study (including, without limitation, the credit hours associated with any course for which the student receives a grade of "CR" or "TR"). The calculation of the student's Credit Completion Percentage in his or her program of study will include the number of credit hours attempted by the student with respect to each course that the student took at the school and/or at any other ITT Technical Institute when the student:

- (a) was enrolled in that program of study; and
- (b) was enrolled in a different program of study, if
 - (i) the subject matter of that course is substantially the same as any course in his or her current program of study or
 - (ii) that course counts toward or satisfies any of the coursework requirements of his or her current program of study (whether core, general education, general studies, technical basic, elective or otherwise).

Student Status

A student who, in any academic quarter, takes courses in his or her program of study that represent:

- 12 or more credits is a full-time student;
- 9 to 11 credits is a three-quarter-time student;
- 6 to 8 credits is a half-time student; or
- less than 6 credits is a less than half-time student.

If the total number of quarter credit hours of the courses which comprise a program of study offered by the school exceeds 72, the school has determined that the program of study cannot normally be completed in two academic years of full-time study, based on a full-time student taking a course load representing 12 or 13.5 quarter credit hours at the school each academic quarter. A student's grade level is based on the total number of quarter credit hours of the courses in the student's program of study at the school that the student has successfully completed, as follows:

<u>Grade Level</u>	<u>Total Number of Quarter Credit Hours of Courses Successfully Completed in the Student's Program of Study</u>
First	0-36
Second	37-72
Third	73-108
Fourth	109-144
Fifth	145-180
Sixth	181-216

The amount of federal and state student financial aid that a student may qualify to receive may depend on the student's grade level and could be adversely affected if the student is anything other than a full-time student. Any student who is not a full-time student should contact the school's Finance Department for more information.

Academic and Financial Aid Probation

During any academic quarter that a student is on AFAP, the Dean may require the student to repeat some or all of the courses that the student previously received a grade of "D+," "D," "F" or "W" before the student can attempt any other courses in the student's program of study. At the end of the academic quarter of the student's AFAP, the student's OCGPA and Credit Completion Percentage will be recalculated to determine if the student is making satisfactory academic progress in the program of study based on the OCGPA and Credit Completion Percentage required at the end of the immediately preceding academic quarter.

All of the credit hours represented by the courses that the student repeats during the academic quarter of the student's AFAP will have been attempted by the student in determining the student's Credit Completion Percentage, and all of the grades (and associated points) earned by the student in those courses will replace the previous grades (and associated points) earned in determining the student's OCGPA. All grades earned for any courses the student attempts will, however, remain on the student's transcript.

Notwithstanding anything to the contrary in the Evaluation Points section, a student will not be placed on AFAP:

- if the school determines that the student will be unable to make satisfactory academic progress in the student's program of study at the end of the academic quarter of the student's AFAP;
- more than three times during any specific program of study in which the student is or was enrolled at the school or at any other ITT Technical Institute; or
- if the student was on AFAP during the immediately preceding academic quarter that the student was enrolled in that program of study at the school or at any other ITT Technical Institute.

Incompletes and Repeats

If the student receives a grade of "A," "B+," "B," "C+," "C," "D+," "D," "P," "CR" or "TR" with respect to any course, the student will have successfully completed that particular course. If the student receives an "I" grade and does not successfully complete the required work to remove the "I" grade from his or her record, the student will receive the otherwise earned letter grade (normally an "F"). For full-term courses, the required work must be completed six weeks from the end of the quarter in which the "I" grade was received, not including the break week at the end of the quarter. For half-term courses, the required work must be completed three weeks from the end of the quarter in which the "I" grade was received, not including the break week at the end of that quarter. Any student who does not successfully complete a course included in his or her program of study must repeat and successfully complete that course prior to: (a) taking any course with respect to which the failed course is a prerequisite; and (b) graduation. Any student who successfully completes a course may request in writing for permission from the school to repeat that course. If a course is repeated, the grade earned for repeating the course will replace the previous grade earned in determining the student's OCGPA in the student's program of study and whether the student has successfully completed the course. All grades earned for all courses the student attempts will, however, remain on the student's transcript.

Readmission

A student who withdraws or is terminated from a program of study at the school or any other ITT Technical Institute may not seek readmission into any program of study at the school, whether the same or a different program, before the next academic quarter that the course(s) the student would take upon readmission into the program of study is(are) offered by the school.

All readmission determinations will be made by the school in its discretion and will be final and binding on the student. The school is not obligated to readmit any student. As part of the school's determination to readmit any student, the school will consider whether the student was making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study, whether at the school or at a different ITT Technical Institute. If the student was not making satisfactory academic progress in his or her program of study as of that Evaluation Point, the student will not be readmitted into:

- (a) a different program of study that is at a different credential level; or
- (b) the same program of study or a different program of study that is at the same credential level, unless:
 - the student appeals the school's determination in writing to the Dean (as provided below in the Appeal section);
 - the Dean grants the student's appeal; and
 - the student satisfies all of the conditions specified above in the Academic and Financial Aid Probation section to be placed on AFAP.

In no event will any student be readmitted into the same program of study, or a different program of study that is at the same credential level, at the school, if the student:

- for any reason withdrew or was terminated from a program of study at the school or at a different ITT Technical Institute during an academic quarter when the student was on AFAP;
- is unable to make satisfactory academic progress in that program of study, as determined by the school; or
- does not possess the motivation, desire or academic ability to satisfactorily progress academically through and graduate from that program of study, as determined by the school.

If the school decides to readmit a student, who was not making satisfactory academic progress at the last Evaluation Point that the student was enrolled in a program of study at an ITT Technical Institute, into the same program of study or a different program of study that is at the same credential level, the student:

- will be placed on AFAP during the student's next academic quarter of attendance in that program of study at the school; and
- must agree in writing to the terms for readmission and execute a new Enrollment Agreement with the school and pay all then current tuition, fees and any other costs associated with the student's program of study.

Reestablishing Financial Aid

A student must be making satisfactory academic progress to be eligible to receive any federal, state or other student financial aid to attend any course(s) in his or her program of study at the school. If a student loses his or her eligibility to receive financial aid for failure to make satisfactory academic progress in his or her program of study, the student cannot reestablish his or her eligibility to receive financial aid to attend any course(s) at the school, unless:

- the student enrolls in a different program of study at the school that is at the same credential level as the program of study in which he or she failed to make satisfactory academic progress; and
- the school determines that the student is making satisfactory academic progress in that different program of study.

Non-Credit Courses

Non-credit courses are taken on a pass-fail basis. Grades earned in non-credit courses are not included in the computation of a student's OCGPA. Nevertheless, the student must repeat and successfully complete any failed non-credit courses prior to the student graduating from his or her program of study at the school. Non-credit courses are also not included in the calculation of the student's MTFC or Credit Completion Percentage at any Evaluation Point, because non-credit courses are not worth any credit hours.

Non-Punitive Grades

Non-punitive grades for courses awarded by the school include: "CR," "TR," "W," "P" and "I." Non-punitive grades are not included in the computation of a student's OCGPA. The credit hours associated with any courses for which non-punitive grades are received by a student are included in the calculation of the student's MTFC and Credit Completion Percentage as specified above in those sections.

Appeal

If the school determines that a student is failing to make satisfactory academic progress in his or her program of study at the school, the student may appeal the school's determination in writing to the Dean. The student's written appeal must explain in detail the special circumstances that caused the student not to make satisfactory academic progress (such as the student suffering an illness or injury, the death of a relative of the student or other special circumstances) and what has changed in the student's situation that will allow the student to be making satisfactory academic progress at the end of the student's next quarter of attendance in a program of study at the school. The Dean will review the student's written appeal to determine whether, based on the student's special circumstances and the information submitted by the student in his or her written appeal, the student can remain enrolled in (or be readmitted into) that same program of study at the school despite the student's failure to conform to the requirements of this Satisfactory Academic Progress section. The determination of the student's written appeal will be:

- made by the Dean (in his or her discretion and in conformity with this Satisfactory Academic Progress section);
- communicated in writing to the student; and
- final and binding on the student.

If the Dean grants the student's appeal and all of the conditions specified above in the Academic and Financial Aid Probation section are satisfied, the student will, at the school's discretion, be placed on AFAP during the student's next academic quarter of attendance in a program of study at the school. The school will not develop or consider any academic plan for a student.

Attendance Requirements

Each student is required to regularly attend each course that the student is registered to take in the program in which the student is enrolled. For residence courses, attendance means (a) physical participation in the class meetings and other activities of the course; and (b) other positive academic participation by the student, as approved by the school, such as attending a class meeting in a different class section of the same course or completing and submitting coursework. For online courses, attendance means logging into the course website and engaging in at least one of the following activities:

- submitting a course assignment;
- participation in a course discussion thread by posting a comment, question or response related to a course topic;
- an email communication with an instructor related to a course topic, such as the submission of an "Ask the Instructor" question in the learning management system; or
- taking a quiz or exam.

Students attending online courses are required to follow the protocols specified by the school to record the student's attendance in the class communications and activities that are part of the course. Any failure by a student attending an online course to follow the protocols specified by the school to record the student's attendance in a class communication or activity that is part of the course may, as determined by the school, result in the school identifying the student as absent from or a non-participant in the class communication or other activity of the course.

As required by federal law, each student must annually participate in the programs presented by the school that address the following subjects: (a) promoting the awareness of rape, acquaintance rape and other forcible and nonforcible sex offenses (20 U.S.C. 1099c); (b) preventing the use of illicit drugs and the abuse of alcohol by students (20 U.S.C. 1145g); and (c) any other subject that the federal government may, from time to time, require the school to present to its students. If a student fails to participate in any of the above programs and execute any documentation confirming his or her participation that the school may require, the school may, in its discretion, suspend and/or terminate the student from his or her program of study at the school.

Make-Up Work

A student may, at the school's discretion, make up coursework missed due to the student's absences from class meetings and other activities that are part of a course that the student is registered to take or the program in which the student is enrolled. If the school allows the student to make up any coursework missed due to absences from the scheduled class meetings and other activities that are part of a course that the student is registered to take or a program in which the student is enrolled, the school will determine, in its discretion, whether the student's make-up work is satisfactory, and any decision by the school with respect thereto will be final and binding on the student.

Leave of Absence

A student may be granted a leave of absence only to accommodate the student's: (a) two-week military service obligation; and (b) jury duty in excess of one week, but not to exceed two weeks. Only one leave of absence (not to exceed 10 days) will be granted in a 12 month period. Any student who requests a leave of absence must submit in advance to the school Director a written request, supported by third party documentation that is acceptable to the school Director. The student's written request must be dated and signed by the student and must specify the dates of the requested leave of absence and the reason for the leave. The determination of whether to grant the student's requested leave of absence will be made in the school's discretion and will be final and binding on the student. The student is responsible for contacting the appropriate faculty member(s) to arrange to make up the coursework missed by the student as a result of any granted leave of absence.

Program Changes

Any student who desires to change his or her enrollment in a program of study at the school to a different program of study at the school must request the change in writing to, and obtain the prior permission of, the Dean. All determinations with respect to any request by a student to change his or her enrollment in a program of study at the school will be made by the school in its discretion and will be final and binding on the student.

Withdrawals

If a student wishes to withdraw from any program course(s) that the student is registered to take at the school or the student's entire program of study at the school, the student must notify the Dean or Chair in writing prior to the date of withdrawal. The writing must specify the date that the student will withdraw from the course(s) or program of study and the reason for the withdrawal. Prior to the student's withdrawal date from his or her program of study, the student must also have an exit interview with the Academic Affairs Department and the Finance Department. If, during any quarter that a student is enrolled in a program of study at the school, the student fails to: (a) attend for a period of 22 consecutive calendar days any component, whether a classroom, laboratory, practicum and/or clinical component, of a program course taught over 12 weeks that the student is registered to take during that quarter, the student will have withdrawn from that program course at the school; or (b) attend for a period of 11 consecutive calendar days any component, whether a classroom, laboratory, practicum and/or clinical component, of a program course taught over six weeks that the student is registered to take during that quarter, the student will have withdrawn from that program course. Any student who withdraws from a program course may not re-enter that same course and may not re-take that course until the next time that the course is offered by the school. A student who withdraws from his or her program of study may be considered for readmission only in accordance with the Readmission section of this catalog.

Advising

The student must receive academic, attendance and/or financial aid advising from the school, as the school deems necessary in its discretion.

Transfer of Credit

Credits earned in any course taken at the school will be accepted for transfer by any other ITT Technical Institute located outside of Maryland toward the credits required in the same course, if that course is offered by the other ITT Technical Institute. Any ITT Technical Institute located in Maryland will accept for transfer toward the credits required in the same course any credits earned in any (a) 100- or 200-level course at any other ITT Technical Institute that is only authorized to award associate degrees, and (b) course at any other ITT Technical Institute that is authorized to award bachelor degrees.

DECISIONS CONCERNING THE ACCEPTANCE OF CREDITS EARNED IN ANY COURSE TAKEN AT THE SCHOOL ARE MADE AT THE DISCRETION OF THE RECEIVING INSTITUTION. THE SCHOOL MAKES NO REPRESENTATION WHATSOEVER CONCERNING THE TRANSFERABILITY OF ANY CREDITS EARNED AT THE SCHOOL TO ANY INSTITUTION OTHER THAN AN ITT TECHNICAL INSTITUTE AS SPECIFIED ABOVE. IT IS UNLIKELY THAT ANY CREDITS EARNED AT AN ITT TECHNICAL INSTITUTE WILL BE TRANSFERABLE TO OR ACCEPTED BY ANY INSTITUTION OTHER THAN AN ITT TECHNICAL INSTITUTE.

ANY STUDENT CONSIDERING CONTINUING HIS OR HER EDUCATION AT, OR TRANSFERRING TO, ANY INSTITUTION OTHER THAN AN ITT TECHNICAL INSTITUTE MUST NOT ASSUME THAT ANY CREDITS EARNED IN ANY COURSE TAKEN AT THE SCHOOL WILL BE ACCEPTED BY THE RECEIVING INSTITUTION. AN INSTITUTION'S ACCREDITATION DOES NOT GUARANTEE THAT CREDITS EARNED AT THAT INSTITUTION WILL BE ACCEPTED FOR TRANSFER BY ANY OTHER

INSTITUTION. THE STUDENT MUST CONTACT THE REGISTRAR OF THE RECEIVING INSTITUTION TO DETERMINE WHAT CREDITS EARNED AT THE SCHOOL, IF ANY, THAT INSTITUTION WILL ACCEPT.

Conduct

Each student must conduct himself or herself in accordance with the school's rules, regulations, policies and procedures as stated in this catalog, in the student's Enrollment Agreement and Student Handbook.

Any student who engages on or off the school's premises in any of the following types of misconduct will be subject to discipline by the school, which may include, without limitation, the suspension and/or termination from one or more courses the student is taking or the student's entire program of study at the school and the referral to the proper authorities. Any student who, prior to his or her enrollment at the school, has engaged in any of the following types of misconduct may be subject to discipline by the school, which may include, without limitation, the student's suspension and/or termination from one or more courses the student is taking or the student's entire program of study at the school.

- a. Physical or verbal abuse, intimidation or harassment of another person or group of persons, including any harassment based on race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status.
- b. Deliberate or careless endangerment; tampering with safety alarms or equipment; violation of safety regulations; failure to render reasonable cooperation in any emergency; possession or use on school premises or at organized school activities of any firearm (except for law enforcement officers who are required to carry a firearm at all times and who have notified the school Director of, and documented, that requirement), knife (excepting non-spring pocket knives with blades less than four inches), other weapon, explosive or fireworks.
- c. Obstruction or disruption of any regular school activities, including, without limitation, teaching, research, administration, student services, discipline, organized events and operation and maintenance of facilities; interference with the free speech and movement of academic community members; refusal to identify oneself when requested or to obey any other lawful instruction from a school official or faculty member to discontinue or modify any action which is judged disruptive.
- d. Dishonesty, including, without limitation, provision of false information, alteration or misuse of documents, plagiarism and other academic cheating, impersonation, misrepresentation or fraud.
- e. Obscene, indecent or inconsiderate behavior; insubordinate behavior towards any faculty member or school official; exposure of others to offensive conditions; disregard for the privacy of self or others.
- f. Theft, abuse or unauthorized use of school property, the personal property of others or public property, including, without limitation, unauthorized entrance into school facilities or information technology systems, possession of stolen property and littering.
- g. Illegal use, distribution or possession of stimulants, intoxicants or drugs.
- h. Use, distribution or possession of alcoholic beverages on school premises or at organized school activities or events.
- i. Gambling on school premises or at organized school events.
- j. Failure to comply with the lawful directions of any school official, staff member or student employee who is acting in performance of duties of position or is explicitly assuming responsibility on behalf of the school in the absence of a particular official. (Emergency orders may supersede some written regulations. Any student who receives orders which he or she considers unreasonable although not illegal must obey the orders.)
- k. Violation of any federal, state or local law.
- l. Intentional or careless destruction, damage or defacement of any school property. The school may, in addition to imposing discipline, hold any student who is responsible for any such destruction, damage or defacement liable for the repair or replacement of the property.
- m. Failure to behave in a manner that reflects favorably upon the student's association with the school.
- n. Falsification of any information on his or her Enrollment Agreement or any other documentation that the student provides to the school, including, without limitation, his or her educational status.
- o. Failure to maintain satisfactory academic progress as specified in the Satisfactory Academic Progress section of this catalog.
- p. Failure to strictly adhere to any term, provision, requirement, policy or procedure stated in this catalog, the student's Enrollment Agreement or Student Handbook.
- q. Failure to pay the program costs as agreed in writing.
- r. Breach of any term of the student's Enrollment Agreement or any other agreement between the student and the school.
- s. Failure to exhibit good citizenship and respect for the community and other persons.
- t. Hazing, defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, as determined by the school, for the purpose of initiation or admission into an affiliation with any organization recognized by the school. Hazing includes, without limitation, the following as determined by the school: any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics; exposure to the elements; forced consumption of any food, liquor, drug or other substance; forced physical activity which could adversely affect the physical health or safety of a student; any activity which would subject a student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment; or any forced activity which could adversely affect the mental health or dignity of a student.
- u. Incitement of others to commit any of the acts prohibited above; involvement as an accessory to any of the prohibited acts by providing assistance or encouragement to others engaged in such acts; or by failure to separate oneself clearly from a group in which others are so engaged.

Any student who is terminated from his or her program of study at the school for violating this Conduct section may petition the school Director, in writing, for readmission into a program of study, but not before the next quarter that the course(s) that the student would take upon reentry into the program of study is (are) offered by the school. The determination of whether to readmit the student will be based on the student's written petition, will be made by the school and will be final and binding on the student.

Anti-Harassment

It continues to be the policy of ITT Technical Institute that sexual harassment of students or applicants for admission in any form is unacceptable conduct which will not be tolerated. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the school of sexually suggestive objects or pictures, sexually explicit or offensive jokes, physical assault and other verbal, visual or physical conduct of a sexual nature. No student, applicant, faculty member or other employee of ITT Technical Institute shall threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's admission, enrollment, grades, studies or educational experience at ITT Technical Institute. Similarly, no faculty member or other employee of ITT Technical Institute shall promise, imply or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Other types of harassment that will not be tolerated include any unwanted or unwelcome words, gestures or actions of a persistent or offensive nature involving any person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status. Harassment of this nature also includes any conduct, whether verbal, visual or physical, relating to or involving a person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status that is sufficiently pervasive or severe to: (I) unreasonably interfere with a student's education at the school or a student's admission to a program offered by the school; or (II) create an intimidating, hostile or offensive learning environment for students.

Any student or applicant who feels that he or she is a victim of prohibited harassment (including, but not limited to, any of the conduct listed above) by any student, applicant, faculty member or other ITT Technical Institute employee, or visitor or invitee of the school in connection with the educational experience offered by ITT Technical Institute should, as described in the Student Complaint/Grievance Procedure section, bring the matter to the immediate attention of the school Director, at the telephone number specified in this catalog. A student or applicant who is uncomfortable for any reason in bringing such a matter to the attention of the school Director, or who is not satisfied after bringing the matter to the attention of the school Director, should report the matter to the Senior Vice President, Chief Compliance Officer, ITT/ESI, telephone (800) 388-3368. Any questions about this policy or potential prohibited harassment should also be brought to the attention of the same persons.

ITT Technical Institute will promptly investigate all allegations of prohibited harassment in as confidential a manner as the school deems reasonably possible and take appropriate corrective action, if warranted.

Disabled Applicants and Students

The school is committed to compliance with Section 504 of the Rehabilitation Act of 1973 and its regulations. The school does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. The school Director is designated the school's Student Disability Coordinator and coordinates Section 504 compliance. Applicants or students with a disability may request an accommodation by contacting the school Director.

Health, Security and Safety

The school strives to provide its students with a secure and safe environment. Classrooms and laboratories comply with the requirements of the various federal, state and local building codes, and the Board of Health and Fire Marshal regulations. Students are responsible for their own security and safety both on-campus and off-campus, and each student must be considerate of the security and safety of others. **THE SCHOOL HAS NO RESPONSIBILITY OR OBLIGATION WHATSOEVER FOR ANY STUDENT'S PERSONAL BELONGINGS THAT ARE LOST, STOLEN OR DAMAGED, WHETHER ON OR OFF SCHOOL PREMISES OR DURING ANY SCHOOL ACTIVITIES. THE SCHOOL HAS NO RESPONSIBILITY OR OBLIGATION WHATSOEVER WITH RESPECT TO ANY ALTERCATIONS OR DISPUTES BETWEEN STUDENTS, WHETHER ON OR OFF THE SCHOOL'S PREMISES OR FOR ANY DAMAGES OR INJURIES ARISING THEREFROM.** Students should immediately report any medical, criminal or other emergency occurring on the school premises to the school Director or Dean (or any other school employee if such officials are not available). Upon receipt of any report of a medical or criminal emergency, the school will, on behalf of the student, obtain the services of medical or security professionals, as required. Following a criminal emergency, the school may require the reporting student to confirm in writing the details of the criminal emergency reported. Students are encouraged to promptly and accurately report all crimes that occur on school premises or during any school activities to school officials and the appropriate police agencies. The school compiles and issues on an annual basis an ITT Technical Institute Security Policies and Crime Statistics Report. This report discloses information about this school's campus security policies and procedures and statistics concerning the number of certain crimes that may have taken place on campus. Students may obtain a copy of the report from the school Director.

Disclaimer of Warranties

EXCEPT AS EXPRESSLY STATED IN THE STUDENT'S ENROLLMENT AGREEMENT OR THIS CATALOG, THERE ARE NO WARRANTIES, EXPRESS OR IMPLIED, BY OPERATION OF LAW OR OTHERWISE, REGARDING OR RELATING TO ANY SERVICE OR PRODUCT FURNISHED BY THE SCHOOL TO THE STUDENT PURSUANT TO OR IN CONNECTION WITH THE STUDENT'S ENROLLMENT AGREEMENT OR THIS CATALOG. THE SCHOOL SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR ANY PURPOSE.

Limitation of Liability

IN NO EVENT WILL THE STUDENT OR THE SCHOOL BE LIABLE TO THE OTHER PARTY OR ANY THIRD PARTY FOR ANY INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, CONSEQUENTIAL OR PUNITIVE DAMAGES, REGARDLESS OF THE FORM OF ACTION (WHETHER IN CONTRACT, TORT OR OTHERWISE) OR EVEN IF THE LIABLE PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT WILL THE SCHOOL'S MAXIMUM LIABILITY TO THE STUDENT FOR ALL

DAMAGES ARISING OUT OF OR IN ANY WAY RELATED TO THE STUDENT'S ENROLLMENT AGREEMENT (INCLUDING ANY AMENDMENTS OR ADDENDA THERETO) OR THIS CATALOG OR THE SUBJECT MATTER THEREOF EXCEED THE LESSER OF: (A) THE ACTUAL DIRECT DAMAGES INCURRED BY THE STUDENT THAT WERE CAUSED BY THE SPECIFIC SERVICE OR PRODUCT PROVIDED BY THE SCHOOL UNDER THE STUDENT'S ENROLLMENT AGREEMENT THAT IS THE SUBJECT OF THE STUDENT'S COMPLAINT; OR (B) THE AMOUNT OF TUITION, FEES AND/OR COST OF ANY TOOLS RECEIVED BY THE SCHOOL FROM OR ON BEHALF OF THE STUDENT FOR THE SPECIFIC SERVICE OR PRODUCT PROVIDED BY THE SCHOOL UNDER THE STUDENT'S ENROLLMENT AGREEMENT THAT DIRECTLY CAUSED SUCH DAMAGE. Notwithstanding anything above to the contrary in this Limitation of Liability section, if any limitation of liability conflicts with the substantive law governing the student's Enrollment Agreement or this catalog, the substantive law with respect to such limitation will control.

The provisions of the student's Enrollment Agreement and this catalog allocate risks between the student and the school. The amount of tuition and fees and the cost of any tools purchased by the student from the school that the student was required to obtain for the program of study reflect this allocation of risk and the limitation of liability.

Student Complaint/Grievance Procedure

Statement of Intent: To afford full consideration to student complaints concerning any aspect of the programs, facilities or other services offered by or associated with ITT Technical Institute. This complaint procedure is intended to provide a formal framework within which such complaints may be resolved. This procedure is not, however, a substitute for other available informal means of resolving complaints or other problems. Students are encouraged to communicate their concerns fully and frankly to members of the school faculty and administration. Reasonable measures will be undertaken to preserve the confidentiality of information that is reported during the investigation and to protect persons who report information from retaliation.

Procedure

All student complaints will be handled in the following manner:

Step One - Contact School Director

1. A student must present to the school Director (ITT Technical Institute, 13518 East Indiana Avenue, Spokane Valley, Washington 99216, telephone (509) 926-2900) any complaint relating to any: (a) aspect of the programs, facilities or other services provided by the school; (b) action or alleged misrepresentation by an employee or representative of the school; (c) discrimination or harassment based on race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status by any student, applicant, faculty member or other school employee, or visitor or invitee of the school; and (d) school activity. The complaint may be oral or written. The school Director will promptly acknowledge receipt of the complaint.
2. The school Director will meet with the student to discuss and respond to the complaint. The school Director's response may be oral or written and will address the specific complaint and indicate what, if any, corrective action has been proposed or accomplished.
3. Within three (3) school days of any such discussion, the school Director will prepare a written summary of the discussion, including any agreed upon or proposed solution of the student's complaint. The school Director will take the necessary steps to ensure that any agreed upon solution or other appropriate action is taken.

Step Two - Appeal to ITT Educational Services, Inc. ("ITT/ESI")

1. If a complaint is not resolved to the student's satisfaction, the student will, as soon as possible after the student's discussion with the school Director, submit the complaint on a Student Complaint Summary form to the Student Relations Specialist, ITT/ESI, 13000 N. Meridian Street, Carmel, Indiana 46032-1404, telephone (800) 388-3368.
2. Within ten (10) days after receipt of the student's written letter of complaint, the Student Relations Specialist, ITT/ESI, or designee will reply to the student in writing, specifying what action, if any, ITT/ESI will undertake.

Step Three - Contact the State

If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Washington Student Achievement Council and/or the Washington State Office of the Attorney General. The State Board address is 917 Lakeridge Way SW, PO Box 43430, Olympia, WA 98504, telephone 360-753-7869, Web site address, www.wsac.wa.gov. The student must contact the State Board for further details. The Washington State Office of the Attorney General is located at 800 5th Avenue, Suite 2000, Seattle, WA 98104, telephone (206) 464-6684, Web site address <http://www.atg.wa.gov/>.

Step Four - Contact the Accrediting Council

If the complaint has not been resolved by ITT/ESI to the satisfaction of the student, the complaint may also be referred to the Accrediting Council for Independent Colleges and Schools, 750 First Street, NE, Suite 980, Washington, DC 20002-4241, telephone (202) 336-6780.

Resolution of Disputes

The following procedure applies to the resolution of any dispute arising out of or in any way related to a student's Enrollment Agreement with the school, any amendments or addenda thereto, and or the subject matter thereof, including, without limitation, any statutory, tort, contract or equity claim (individually and collectively, the "Dispute"):

- (a) The parties are encouraged to make an initial attempt, in good faith, to resolve the Dispute pursuant to the school's Student Complaint/Grievance Procedure or through other informal means.
- (b) If the Dispute is not resolved pursuant to the school's Student Complaint/Grievance Procedure or through other informal means, then the Dispute will be resolved by binding arbitration between the parties. Arbitration is the referral of a dispute to an impartial person for a final and binding determination. Both the student and the school agree that the Enrollment Agreement involves interstate commerce and that the enforceability of this Resolution of Disputes section will be governed, both procedurally and substantively, by the Federal Arbitration Act, 9 U.S.C. §1-9 (the "FAA").

The arbitration between the student and the school will be administered by the American Arbitration Association ("AAA") or, in the event the AAA declines or is unable to administer the arbitration, by an arbitration forum or arbitrator that the student and the school mutually agree upon. If, after making a reasonable effort, the student and the school are unable to agree upon an arbitration forum or arbitrator, a court having proper jurisdiction will appoint an arbitration forum or arbitrator. The arbitration will be conducted in accordance with the AAA's Commercial Arbitration Rules ("Commercial Rules") and, when deemed appropriate by the arbitration forum or arbitrator, the AAA's Supplementary Procedures for Consumer-Related Disputes ("Consumer Procedures"), or the appropriate rules of any alternative arbitration forum selected by the student and the school or appointed by a court, subject to the following modifications:

- (1) The arbitration will be conducted before a single arbitrator (without a jury) who will be a former federal or state court judge and will have at least 10 years of experience in the resolution of civil disputes.
- (2) The site of the arbitration will be the city in which the school is located.
- (3) The substantive law which will govern the interpretation of a student's Enrollment Agreement and the resolution of the Dispute will be the law of the state where the school is located, except that the enforceability of this Resolution of Disputes section will be governed, both procedurally and substantively, by the FAA.
- (4) The arbitrator will have the exclusive authority to determine and adjudicate any challenge to the enforceability of this Resolution of Disputes Section.
- (5) The scope of the arbitration will be limited to the Dispute between the student and the school. In the arbitration between the student and the school:
 - no claims of any other person will be consolidated into the arbitration or otherwise arbitrated together with any claims of Student;
 - no claims will be made on behalf of any class of persons;
 - no representative actions of any kind are permitted, including, without limitation, class actions and class arbitrations; and
 - the arbitrator may not preside over any representative action.
- (6) The parties may take discovery through interrogatories, depositions and requests for production that the arbitrator determines to be appropriate to allow for a fair hearing, taking into consideration the claims involved and the expedited nature of arbitration.
- (7) The school will pay the amount of any arbitration costs and fees charged to the student under the Commercial Rules or Consumer Procedures that exceed the costs and fees that the student would incur if the student filed a similar action in a court having proper jurisdiction.
- (8) In any of the following arbitration-related proceedings, the prevailing party will be entitled to recover its reasonable attorneys' fees:
 - any motion which any party is required to make in the courts to compel arbitration of a Dispute; or
 - any challenge to the arbitration award, whether to the arbitrator or the courts, for the purpose of vacating, modifying or correcting the award.
- (9) All aspects of the arbitration proceeding, and any ruling, decision or award by the arbitrator, will be strictly confidential. The parties will have the right to seek relief in the appropriate court to prevent any actual or threatened breach of this provision.
- (10) If any provision of this Resolution of Disputes section or its application is invalid or unenforceable, that provision will be severed from the remainder of this section and the remainder of this section will be binding and enforceable.

The Commercial Rules, Consumer Procedures and other information regarding the AAA's arbitration procedures are available from the AAA, which can be contacted by mail at 1633 Broadway, 10th Floor, New York, New York 10019, by telephone at (800) 778-7879 or through its Web site at www.adr.org.

Family Educational Rights and Privacy Act of 1974, as Amended

Statement of Compliance

1. General Policy

Under the authority of the Family Educational Rights and Privacy Act of 1974, as amended ("Act"), a student has the right to examine certain records concerning the student which are maintained by the school. The school must permit the student to examine such records within 45 days after the school receives a written request from the student. The school will also permit the student to obtain a copy of such records upon payment of a reproduction fee. A student may request that the school amend his or her education records on the grounds that they are inaccurate, misleading or in violation of the student's right of privacy. In the event the school refuses to so amend the records, the student may, after complying with the Student Complaint/Grievance Procedure, request a hearing. If the outcome of a hearing is unsatisfactory to the student, the student may submit an explanatory statement for inclusion in his or her education record. A student has the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605, concerning the school's alleged failure to comply with the Act.

2. Education Records

Education records are records maintained by the school which contain information directly related to the student. Examples of education records are the student's education, career services and financial aid files. The only persons allowed access to such records are those who have a legitimate administrative or educational interest.

3. Exemptions

The following records are exempt from the Act:

- (a) Financial records of the student's parents.

- (b) Confidential letters and recommendations relating to admission, employment or honors to which the student has waived his or her right to inspect.
- (c) Records about students made by faculty or administrators which are maintained by, and accessible only to, the faculty and administration.
- (d) Records made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting or assisting in such capacity, and which are available only to persons providing the treatment.
- (e) Employment records for school employees who are also current or former students.
- (f) Records created or received after an individual is no longer a student at the school and are not directly related to the individual's attendance as a student at the school.
- (g) Grades on peer-graded papers that have not been collected and recorded by an instructor.

4. Review of Records

It is the policy of the school to monitor educational records to insure that they do not contain information which is inaccurate, misleading or otherwise inappropriate. The school may destroy records which it determines, in its discretion, are no longer useful or pertinent to the student's circumstances.

5. Directory Information

Directory Information (as defined below) is that information which may be unconditionally released without the student's consent, unless the student specifically requests in writing that such information not be released. The school requires that such request must (I) specify what categories of Directory Information are to be withheld by the student and (II) be delivered to the school Director within 15 days after the student starts class. Any such request must be renewed annually by the student. "Directory Information" means information contained in a student's education record which would generally not be considered harmful or an invasion of privacy if disclosed.

Directory Information includes, but is not limited to, the student's name; address(es); telephone number(s); electronic mail address(es); photograph; grade level; enrollment status (e.g., full-time or part-time); date and place of birth; program of study; extracurricular activities; credentials, awards and recognition (i.e., honors) received; last school attended; dates of attendance (i.e., enrollment period(s), not daily attendance record); and student or user ID number (other than a social security number), but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity which are known or possessed only by the authorized user.

6. Access Without Student Consent

The school may release a student's education records without written consent of the student to:

- (a) Other school officials who have a legitimate educational interest.
- (b) Other schools where the student has applied for admission or is enrolled, so long as the information is for purposes related to the student's attendance at those other schools.
- (c) Authorized representatives of the U.S. Department of Education, state and local education authorities, the Comptroller General of the United States or the Attorney General of the United States.
- (d) Providers of financial aid (and services in connection therewith) for which the student has applied or received, including, without limitation, lenders, Veterans Administration, state vocational rehabilitation agencies and collection agencies, if the information is for purposes of determining eligibility for aid, determining the amount of the aid, determining the conditions of the aid or enforcing the terms and conditions of the aid.
- (e) State and local authorities where required.
- (f) Accrediting agencies.
- (g) A parent (whether a natural parent, guardian or an individual acting as a parent in the absence of a parent or guardian) of a student who is a dependent of the parent for purposes of the Internal Revenue Code. The school is not required, however, to release such records.
- (h) Any court in which the student or a parent of the student initiates a legal action against the school, but only with respect to the student's education records that are relevant for the school to defend itself.
- (i) Any court in which the school initiates a legal action against the student or a parent of the student, but only with respect to the student's education records that are relevant for the school to prosecute the legal action.
- (j) Any person pursuant to and in compliance with a judicial order or subpoena, provided that the school reasonably attempts to notify the student prior to compliance (unless the order or subpoena specifies that the student must not be notified).
- (k) Appropriate persons or agencies in the event of a health or safety emergency, where such release without consent is deemed necessary by the school under the circumstances.
- (l) Organizations conducting studies to develop, validate or administer predictive tests, administer student aid programs or improve instruction.
- (m) The public, if the school determines, in its discretion, that the student, as an alleged perpetrator, has committed a Crime of Violence (as defined below) or a Non-forcible Sex Offense (as defined below) in violation of the Conduct section of this catalog, but only the following information from the student's education records: the student's name, the violation committed; and any sanction imposed by the school on the student. A Crime of Violence means an act that would, if proven, constitute any of the following offenses or offenses to commit the following offenses: arson; assault offenses; burglary; criminal homicide, whether manslaughter by negligence, murder or non-negligent manslaughter; the destruction, damage or vandalism of property; kidnapping or abduction; robbery; or forcible sex offense. A Non-forcible Sex Offense means an act that would, if proven, constitute statutory rape or incest.
- (n) The purported victim, regardless of whether the school determines that the student, as an alleged perpetrator, committed a Crime of Violence or a Non-forcible Sex Offense in violation of the Conduct section of this catalog, but only the following information from the student's education records: the student's name; the violation committed; and any sanction imposed by the school on the student.
- (o) Any person, if the education records disclosed are Directory Information on the student.
- (p) The student, or the student's parents if the student is less than 18 years old.
- (q) A parent of the student regarding the student's violation of any federal, state or local law or any rule or policy of the school concerning the use or possession of alcohol or a controlled substance, if the student is under the age of 21 and the school has determined that the student has violated the Conduct section of this catalog with respect to that use or possession.

- (r) The United States Attorney General (or designee not lower than an Assistant Attorney General) pursuant to an ex parte court order concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.
- (s) The public, if the disclosure concerns an individual required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the school under 42 U.S.C. 14071 and applicable federal guidelines.

The school will obtain the written consent of the student prior to releasing the student's education records to any other person or organization, except with respect to Directory Information.

ITT Educational Services, Inc. has adopted a detailed Family Educational Rights and Privacy Act policy (AA 9.0) which is available to the student upon request.

Foreign Student Information

Financial Assistance

Some foreign students may be eligible for federal student financial aid. To be eligible, a foreign student must be one of the following:

- (a) a U.S. national; or
- (b) a U.S. permanent resident and possess an I-551 (Alien Registration Receipt Card).

Any foreign student who is not one of the above must have one of the following documents from the U.S. Citizenship and Immigration Services ("USCIS"):

- (i) I-94 (Arrival-Departure Record) with an appropriate endorsement;
- (ii) a passport confirming permanent residency in the Trust Territory of the Pacific Islands;
- (iii) official documentation that the student has been granted asylum in the U.S.; or
- (iv) other proof from the USCIS that the student is in the U.S. for other than a temporary purpose.

Any foreign student who possesses any of these documents should check with the Finance Department for more information regarding his or her eligibility for federal student financial aid.

All classes will be conducted in English. English language services and visa services are not available at the school.

Career Services

Foreign students may not be permitted by the USCIS to be employed in the United States during school. Therefore, a foreign student should have sufficient funds available to cover tuition, fees, the cost of any tools that the student is required to obtain for his or her program of study or other supplies and living costs.

Most, if not all reference sources provided by the school to assist the foreign student in securing graduate employment related to his or her education will involve firms and employment opportunities located in the United States. The foreign student is responsible for obtaining all of the necessary governmental authorizations to remain in the United States and obtain employment in the United States following graduation from his or her program of study at the school.

Student Handbook

The school maintains a Student Handbook for students that includes information relating to various areas of student interest and responsibility. Copies of the Student Handbook are available from the school administration. Each student is provided a copy of the Student Handbook and must abide by the student requirements and responsibilities specified therein.

Revisions to Policies and Procedures

The school reserves the right from time to time in its discretion to revise all terms, provisions, policies, requirements and procedures contained in this catalog and the Student Handbook. Each student will be bound by and must comply with all terms, provisions, policies, requirements and procedures contained in this catalog and/or the Student Handbook that the school revises.

Records Retention

The school maintains a student's records for seven (7) years following the student's graduation or last date of attendance. The school will permanently retain: (a) the student's final transcript (through his or her last date of attendance) with respect to the student's enrollment in a program of study at the school; and (b) any transcripts with respect to the student's enrollment at any other postsecondary institution that the school may have received.

TUITION, FEES AND TOOLS

Tuition

Each student who enrolls in any of the following programs of study offered by the school will pay the school the corresponding amount of tuition for each credit hour of each course in that program of study that the student is registered to take from the school:

	<u>Program of Study</u>	<u>Current Tuition Per Credit Hour</u>
(a)	Accounting (Associate's Degree)	\$493
(b)	Business Management (Associate's Degree)	\$493
(c)	Drafting and Design Technology (Associate's Degree)	\$493
(d)	Electrical Engineering and Communications Technology (Bachelor's Degree)	\$493
(e)	Electrical Engineering Technology (Associate's Degree)	\$493
(f)	Industrial Engineering Technology (Associate's Degree)	\$493
(g)	Information Systems and Cybersecurity (Bachelor's Degree)	\$493
(h)	Network Systems Administration (Associate's Degree)	\$493
(i)	Project Management and Administration (Bachelor's Degree)	\$493
(j)	Software Development (Bachelor's Degree)	\$493
(k)	Software Development (Associate's Degree)	\$493

The tuition for each program course that a student is registered to take from the school is determined by multiplying the tuition per credit hour by the number of credit hours in the program course. The tuition for each quarter in which a student is enrolled in a program of study offered by the school is determined by multiplying the tuition per credit hour by the total number of credit hours in all of the program courses that the student is registered to take during the quarter. The tuition for all of the credit hours in all of the program courses that a student is registered to take from the school during a quarter is due and payable by the student to the school on the first day of that quarter.

Fees

Academic Fee

Each student will pay the school an Academic Fee of \$200. Notwithstanding anything to the contrary in the immediately preceding sentence, if the school or any other ITT Technical Institute previously received and retained any monies from or on behalf of the student for an Academic Fee charged to the student ("Prior Academic Fee Retained"), the student will only be obligated to pay the school an Academic Fee in the amount of \$200, less the amount of the Prior Academic Fee Retained. The Academic Fee is due and payable by the student to the school on the student's first day of recorded attendance in any program course following the student's enrollment in a program of study offered by the school.

Administrative Fee

Each student will pay the school an Administrative Fee of \$100 each time the student's enrollment in a program of study offered by the school is terminated, regardless of the reason for the termination (including, without limitation, any termination of enrollment resulting from a student's graduation, withdrawal, failure to make satisfactory academic progress or violation of the Conduct section of the school catalog). The Administrative Fee is due and payable by the student to the school immediately upon the termination of the student's enrollment in the program of study.

Tools

Each student who enrolls in any of the following programs of study offered by the school must obtain, at the student's own expense, the tools required by the school for use in one or more of the program courses in that program of study:

<u>Program of Study</u>	<u>ESTIMATED Cost of Tools if Purchased From the School</u>
(a) Drafting and Design Technology (Associate's Degree)	\$500
(b) Electrical Engineering and Communications Technology* (Bachelor's Degree)	\$500
(c) Electrical Engineering Technology (Associate's Degree)	\$500
(d) Information Systems and Cybersecurity* (Bachelor's Degree)	\$500
(e) Project Management and Administration* (Bachelor's Degree)	\$500

*Depending on the courses that the student chooses to take to satisfy the Unspecified Core course requirements in the Program Outline, the student may be required to purchase tools for use in these courses.

The actual use of, and instruction regarding, the tools in any program course may vary depending on the program course and any changes thereto, the faculty member teaching the program course and the student's progress in the program course. The ESTIMATED cost specified above for the tools required for certain program courses in the corresponding program of study is an ESTIMATED cost of those tools if purchased from the school. The ACTUAL cost of the tools required for the particular program of study could be higher or lower than the ESTIMATED cost. The ESTIMATED cost of those tools is subject to change by the school at any time. No student is obligated to purchase any tools from the school. Any tools that a student purchases from the school are unreturnable and the cost is nonrefundable. The cost of any tools that a student purchases from the school is due and payable by the student to the school upon the student's receipt of those tools.

Alternative Payment Arrangement

If the student is unable to pay the school, on or before the applicable due dates, all of the tuition, applicable fees and/or cost of any required tools purchased from the school that are or may become owed by the student to the school with respect to the student's enrollment in a program of study at the school, the school may, in its discretion, agree in writing to a different payment arrangement as expressly provided in a Cost Summary and Payment Addendum to the student's Enrollment Agreement with the school,

Delinquent Payment

Any student who is delinquent in the payment of any sum owed to the school may be suspended or terminated from the student's program of study at the school's discretion. If a student is terminated from his or her program of study for failing to pay the school when due any sum owed to the school, the student will not be considered for readmission to the program of study until the school receives full payment of all such delinquent sum or the student makes written arrangements with the school to pay such delinquent sum that are acceptable to the school in its discretion. If the student fails to fulfill the terms of any such arrangement that is accepted in writing by the school, the school may, in its discretion, terminate the student from his or her program of study at the school.

Methods Used to Collect Delinquent Payments

The student must pay all amounts owed to the school prior to leaving the school. If the student is unable to pay all such amounts before leaving the school, the student must make arrangements to pay such amounts that are acceptable to the school in its discretion. If the student fails to (a) make arrangements that are acceptable to the school prior to leaving the school or (b) fulfill the terms of any arrangements accepted by the school, the school will be forced to exercise all of its rights and remedies against the student to collect all such amounts, including, without limitation, referring the student's account to a collection agency.

Repeat

If a student repeats any course(s) in his or her program of study at the school, the student must pay all then current tuition and fees applicable to such program course(s).

FINANCIAL INFORMATION**Cancellation**

The student's enrollment in the program will be canceled and all monies received by the school from or with respect to the student under the student's Enrollment Agreement with the school will be returned to the appropriate party(ies) within 30 days, if:

- (a) The student notifies the school before the student's first day of recorded attendance in any program course that the student has canceled the student's Enrollment Agreement with the school; or

(b) the school cancels the program.

Refund

(a) If, during the first quarter that the student is enrolled in the program, the student withdraws or is terminated from:

- (1) any program course during any of the following specified calendar weeks of the quarter, the student will be obligated to the school for
- the entire cost of any tools purchased by the student from the school for use in that program course, and
 - the following corresponding percentage of the tuition for that program course; and

<u>CALENDAR WEEK OF THE QUARTER</u>	<u>PERCENTAGE OF THE TUITION</u>
1 st	10%
2 nd	20%
3 rd	30%
After the 3 rd	100%

- (2) the program during any of the following specified calendar weeks of the quarter, the student will also be obligated to the school for the following corresponding percentage of
- any Academic Fee charged to the student in that quarter, and
 - the Administrative Fee.

<u>CALENDAR WEEK OF THE QUARTER</u>	<u>PERCENTAGE OF ANY ACADEMIC FEE AND THE ADMINISTRATIVE FEE</u>
1 st	10%
2 nd	20%
3 rd	30%
After the 3 rd	100%

(b) If, during any quarter that the student is enrolled in the program (other than the first quarter), the student withdraws or is terminated from:

- (1) any program course during any of the following specified calendar weeks of the quarter, the student will be obligated to the school for
- the entire cost of any tools purchased by the student from the school for use in that program course, and
 - the following corresponding percentage of the tuition for that program course; and

<u>CALENDAR WEEK OF THE QUARTER</u>	<u>PERCENTAGE OF THE TUITION</u>
1 st through 3 rd	50%
After the 3 rd	100%

- (2) the program during any of the following specified calendar weeks of the quarter, the student will also be obligated to the school for the following corresponding percentage of
- any Academic Fee charged to the student in that quarter, and
 - the Administrative Fee.

<u>CALENDAR WEEK OF THE QUARTER</u>	<u>PERCENTAGE OF ANY ACADEMIC FEE AND THE ADMINISTRATIVE FEE</u>
1 st through 3 rd	50%
After the 3 rd	100%

- (c) The student's withdrawal or termination date for purposes of calculating any refund due under this section will be the student's last date of recorded attendance in a program course.
- (d) Notwithstanding anything to the contrary above in this section, if the student withdraws or is terminated from any program course or the program during any quarter, the student will remain obligated to the school for:

- all of the tuition, fees, cost of any tools and cost of any other supplies owed to the school for any previous attendance by the student at the school; and
 - all other amounts owed to the school under the student's Enrollment Agreement with the school (including any addenda thereto to the student's Enrollment Agreement with the school) and/or any other agreement between the student and the school.
- (e) If, at the time the student withdraws or is terminated from any program course or the program, the school has received any monies for tuition, the Academic Fee, the Administrative Fee or any tools from or on behalf of the student in excess of the student's obligation for those items as provided in this section, the school will refund such excess to the appropriate party(ies) as specified below in this section.
- (f) Any refund required under this section will be paid first to eliminate any outstanding balances for any student financial aid received by or with respect to the student in the following order and priority (unless applicable law requires otherwise) and within the time period prescribed by law:
- | | | |
|--|---|--|
| 1 st : private or institutional student loans; | 5 th : unsubsidized Federal Direct Stafford loans; | 9 th : Federal Direct PLUS loans; |
| 2 nd : private or institutional parental loans; | 6 th : subsidized Federal Direct Stafford loans; | 10 th : state student loans; |
| 3 rd : unsubsidized Federal Stafford loans; | 7 th : Federal Perkins loans; | 11 th : state parental loans; and |
| 4 th : subsidized Federal Stafford loans; | 8 th : Federal PLUS loans; | 12 th : Washington State Need Grants. |
- (g) The school will pay the student any refund remaining after all outstanding balances specified in item (f) immediately above in this section are eliminated, within 60 days following:
- (1) The student's last date of recorded attendance in a program course, if the school terminated the student from the program course or the program;
 - (2) the latter of
 - The student's last date of recorded attendance in a program course,
 - the date that the school received the student's written notice of withdrawal from a program course or the program, or
 - the withdrawal date from a program course or the program specified in the student's written notice of withdrawal received by the school,
 if the student withdrew from the program course or the program and the school received the student's written notice of withdrawal; or
 - (3) the 22nd consecutive calendar day after the student's last date of recorded attendance in a program course, if the student withdrew from the program course or the program and such calendar day occurred before any applicable date in item (2) immediately above in this section.

Return of Federal Financial Aid

If the student withdraws or is terminated from the program, depending on when his or her withdrawal or termination occurs during the quarter, the student and/or his or her parent(s) may be ineligible to use a portion of any federal student financial aid awarded to the student and/or his or her parent(s) for use in that quarter.

- (a) If the student's withdrawal or termination from the program occurs:
- within the first 60% of the quarter, the amount of federal student financial aid awarded for use in that quarter that the student and/or his or her parents may use is a proportional calculation based on the percentage of the quarter that has elapsed as of the student's withdrawal or termination date; or
 - after the first 60% of the quarter, the student and/or his or her parents may use 100% of the federal student financial aid awarded for use in that quarter.
- (b) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid remitted to the school to satisfy the student's obligation for tuition, fees or other costs of the student's education:
- federal law requires the school to return to the appropriate party(ies) such unusable aid;
 - the school will advise the student of the amount of such unusable aid returned by the school; and
 - the student will be liable for an amount equal to the portion of such unusable aid for which the student is obligated to the school under the Refund section above, and will immediately pay that amount to the school in full.

- (c) If the student and/or his or her parent(s) are ineligible to use a portion of any federal student financial aid received by the student and/or the parent(s) and not remitted to the school:
- federal law requires the student and/or the parent(s) to repay to the appropriate party(ies) such unusable aid; and
 - the school will advise the student and/or the parent(s) of the amount of such unusable aid.

- (d) Any return or repayment of unusable federal student financial aid required under this section will be paid first to eliminate any outstanding balances for any federal student financial aid received by or with respect to the student in the following order and priority and within the time period prescribed by law:

1 st : unsubsidized Federal Stafford loans;	5 th : Federal Perkins loans;	9 th : Federal Academic Competitiveness Grants;
2 nd : subsidized Federal Stafford loans;	6 th : Federal PLUS loans;	10 th : Federal National Science and Mathematics Access to Retain Talent Grants; and
3 rd : unsubsidized Federal Direct Stafford loans;	7 th : Federal Direct PLUS loans;	11 th : Federal SEOG Program aid.
4 th : subsidized Federal Direct Stafford loans;	8 th : Federal Pell Grants;	

NOTE: The Cancellation and Refund sections contained herein apply to a student who is a resident of the state in which the school is located. A student who is a non-resident will be subject to the Cancellation and Refund sections contained in the student's Enrollment Agreement with the school.

Cancellation and Refund Requests

Any cancellation or refund request by a student should be made in writing and mailed to: Director, ITT Technical Institute, 13518 East Indiana Avenue, Spokane Valley, Washington 99216. If the student is a minor, however, the request must be made by the student's parent or guardian.

Return of Washington State Grant Aid

If Student withdraws or is terminated from the Program, depending on when his or her withdrawal or termination occurs during the Quarter, Student may be ineligible to use a portion of any Washington state grant aid awarded to Student for use in that Quarter.

- (a) If Student's withdrawal or termination from the Program occurs:
- within the first 50% of the Quarter, the amount of Washington state grant aid awarded for use in that Quarter that Student may use is a proportional calculation based on the percentage of calendar days in the Quarter that have elapsed through Student's last date of recorded attendance in a Program course during that Quarter ("Usable Aid Percentage"); or
 - after the first 50% of the Quarter, Student may use 100% of the Washington state grant aid awarded for use in that Quarter.
- (b) If Student is ineligible to use a portion of any Washington state grant aid remitted to the School to satisfy Student's obligation for tuition, fees or other costs of Student's education:
- state law requires the School to return to the Washington Student Achievement Council ("WSAC") such unusable aid to the extent it amounts to \$50.00 or more;
 - the amount of the unusable aid is calculated by:
 - subtracting Student's Usable Aid Percentage from 100% ("Remaining Aid Percentage");
 - multiplying the Remaining Aid Percentage by the total amount of aid awarded for use in the Quarter ("Remaining Aid Amount"); and
 - multiplying the Remaining Aid Amount by 0.5;
 - the School will advise Student of the amount of the unusable aid returned by the School; and
 - Student will be liable for an amount equal to the portion of the unusable aid for which Student is obligated to the School under the Refund Section above, and will immediately pay that amount to the School in full.
- (c) Both the numerator and denominator in the calculation of the Usable Aid Percentage exclude the number of calendar days in any class break scheduled by the School during the Quarter that is longer than four calendar days.

FINANCIAL ASSISTANCE

ITT Technical Institute must provide the student with (a) information on federal, state and institutional grants and loans, private education loans and any other sources of student financial aid (collectively, "Financial Assistance") for which he or she may apply to receive and/or (b) estimates of the amount of Financial Assistance for which he or she may qualify. However:

- the federal, state and private party providers determine the student's eligibility for any Financial Assistance;
- the federal, state and private party providers determine the amount of any Financial Assistance the student may receive, not the school;
- the school determines the student's eligibility for and amount of any institutional Financial Assistance;
- any Financial Assistance, including, without limitation, scholarships, may terminate at any time for any reason including due to changes in legislation or availability of funds;
- the student is responsible for applying for any Financial Assistance, not the school; and
- the student is responsible for repaying the full amount of any Financial Assistance received in the form of a loan, plus interest and less any amount of the loan that may be refunded.

"ITT Technical Institute does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance."

Federal Financial Aid Administered by the U.S. Department of Education

ITT Technical Institute is designated as an eligible institution by the U.S. Department of Education ("DOE") for participation in the following federal student financial aid programs. To apply for student financial aid under the following federal programs, a student needs to complete and submit a Free Application for Federal Student Aid online at www.fafsa.gov or mail a completed PDF FAFSA or paper FAFSA to Federal Student Aid Programs, P.O. Box 7002, Mt. Vernon, IL 62864-0072.

Federal Pell Grant Program

The Federal Pell Grant Program is intended to allow eligible students financial access to the school or the college of their choice. For eligible students, Federal Pell Grants are the "floor" or base upon which all other federal student financial aid is built. Current award year awards range from \$588 to \$5,775. The amount a student may receive depends on the student's expected family contribution ("EFC"), the student's enrollment status (full-time, part-time, three-quarter time or less than half-time), Pell Lifetime Eligibility Used and how much of the student's remaining education at the school falls within the current federal award year (July 1 through June 30). In order to be eligible for a Federal Pell Grant, a student may not have previously received a bachelor's degree from any institution.

Federal Supplemental Educational Opportunity Grant ("FSEOG") Program

The Federal Supplemental Educational Opportunity Grant Program ("FSEOG") provides assistance to exceptionally needy undergraduate students. A priority must be given to Pell Grant recipients with the lowest EFCs. The federal rules permit an eligible student to receive a FSEOG award of \$100 to \$4,000 for each of the student's academic years of study, but at ITT Technical Institute the awards for eligible students are typically between \$200 and \$500 each year, given the limited amount of FSEOG funds available. A student's eligibility for FSEOG funds is determined annually.

Iraq and Afghanistan Service Grant Program

A student who is not eligible for a Federal Pell Grant based only on EFC but meets the remaining Pell eligibility requirements and whose parent or guardian was a member of the U.S. Armed Forces and died as a result of military service performed in Iraq or Afghanistan after September 11, 2001, may be eligible to receive a grant under the Iraq and Afghanistan Service Grant Program. The grant award is equal to the amount of a maximum Federal Pell Grant* for the current federal award year, but cannot exceed the student's cost of attendance for that federal award year. An additional eligibility requirement is that at the time of the parent's or guardian's death the student must have been either:

- under 24 years old; or
- enrolled in college at least part-time at the time.

A student can receive an Iraq and Afghanistan Service Grant for no more than 12 semesters or the equivalent of six academic years of enrollment.

* An Iraq and Afghanistan Service Grant where the first disbursement is on or after October 1, 2015 and before October 1, 2016 requires a reduction of 6.8 percent from the maximum Federal Pell Grant award amount for relevant award year.

Federal Work Study Program

The Federal Work Study Program ("FWS") provides jobs for eligible students to earn funds to pay a portion of their educational expenses. A student enrolled at least half-time in an approved postsecondary educational institution may work on campus or off campus for a Federal, state, or local public agency, a private non-profit or a private for-profit organization. The salary is at least the current federal minimum wage, unless the employer is willing to pay a higher wage rate for particular skills. The number of hours a student may work is based on the financial need demonstrated by the student, the number of hours it is possible for the student to work and the availability of FWS funds at ITT Technical Institute. Only a limited number of FWS jobs are available on campus; information

with respect to these campus positions is available from the Career Services Department.

Direct Subsidized Loan Program

These loans are available to eligible undergraduate students enrolled at least half-time at an eligible institution and are based on the financial need demonstrated by each student. An undergraduate student may borrow up to \$3,500 for the first academic year, \$4,500 for the second academic year and \$5,500 for each of the third and subsequent academic years under this program. The annual loan limit amounts will be pro rated for enrollment in programs that are less than one academic year or if enrolled in a program of study that is one academic year or longer and the remaining enrollment period of study is shorter than a full academic year. As of July 1, 2015, the interest rate on a Direct Subsidized Loan is 4.29% for each Direct Subsidized Loan that the student receives during the 2015-2016 award year. A first time borrower on or after July 1, 2013 may not receive Direct Subsidized Loans for more than 150% of the published length of their program of study. For example, if the student is enrolled in a 4-year bachelor's degree program, the maximum period for which the student can receive Direct Subsidized Loans is 6 years (150% of 4 years = 6 years).

A student must repay his or her Direct Subsidized Loans based on the amount borrowed, the interest rate and the repayment plan selected by the borrower. Under the standard repayment plan the payments must be at least \$50 a month (\$600 a year) and will be more, if necessary, to repay the loan within the required time period. Repayment of the Direct Subsidized Loan begins six months after enrollment on a less than half-time basis, graduation or termination of studies. The U.S. Department of Education pays the interest on a Direct Subsidized Loan (1) while a student is in the school at least half-time, (2) for the first six months after the student leaves school (referred to as a grace period), and (3) during a period of deferment (a postponement of loan payments). The DOE may stop paying interest for a student who received Direct Subsidized Loans for the maximum period and who continues enrollment.

A student who (1) is seeking and is unable to find full-time employment or (2) suffers economic hardship may also receive a forbearance, a temporary suspension or reduction of monthly payment, of a Direct Subsidized Loan for up to three years. During forbearance, principal payments are postponed but interest continues to accrue. Unpaid interest that accrues during the forbearance will be added to the principal balance (capitalized) of the student's Direct Subsidized Loan(s).

Direct Unsubsidized Loan Program

These loans are available to eligible undergraduate and graduate students enrolled at least half-time at an eligible institution. A demonstration of financial need is not required. Undergraduate student annual borrowing limits:

- A dependent undergraduate student whose parents are not rejected for a Direct PLUS Loan may borrow up to:
 - \$3,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$2,000 additional Direct Unsubsidized Loan for the first academic year;
 - \$4,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$2,000 additional Direct Unsubsidized Loan for the second academic year; and
 - \$5,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$2,000 additional Direct Unsubsidized Loan for each of the third and subsequent academic years.
- An independent undergraduate or dependent undergraduate and whose parents fail to qualify for a Direct PLUS Loan, may borrow up to:
 - \$3,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans plus, \$6,000 additional Direct Unsubsidized Loan for the first academic year;
 - \$4,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$6,000 additional Direct Unsubsidized Loan for the second academic year; and
 - \$5,500 combined of Direct Subsidized and/or Direct Unsubsidized Loans, plus \$7,000 additional Direct Unsubsidized Loan for each of the third and subsequent academic years.

A graduate student may borrow up to \$20,500 each academic year under the Direct Unsubsidized Loan program.

Effective July 1, 2015, the interest rate on a Direct Unsubsidized Loan is 4.29% for an undergraduate student and 5.8% for a graduate student for each Direct Unsubsidized Loan received during the 2015-2016 award year. The terms and conditions of the Direct Unsubsidized Loan, including deferments and loan charges, with a few exceptions, are the same as the Direct Subsidized Loan described above. However, the student is responsible for paying the interest on any Direct Unsubsidized Loan during all periods (in school, grace period, deferment, and forbearance). If the student chooses not to pay the interest while in school and during grace periods and deferment or forbearance periods, the interest will accrue (accumulate) and be capitalized (interest will be added to the principal amount of the loan). The capitalized interest becomes part of the amount (principal) on which the student pays future interest.

Direct PLUS Loan Program

Direct PLUS Loans are for the parent(s) of a dependent undergraduate student and graduate students enrolled on at least a half-time basis in a program of study leading to a degree or certificate at an eligible institution. The maximum Direct PLUS Loan amount a parent or graduate student may borrow is the cost of attendance minus any other Financial Assistance received. As of July 1, 2015 the interest rate for Direct PLUS Loans is 6.84% on each Direct Plus Loan that a borrower receives during the 2015-2016 award year. Direct Plus Loan borrowing is limited to parent(s) of dependent undergraduate students and graduate students with a favorable credit history.

The Direct PLUS Loan enters repayment once the loan is fully disbursed (paid out). A graduate student's loan will be placed in deferment while the student is enrolled at least half-time and for an additional six months (grace period) after the student ceases to be enrolled at least half-time.

The parent borrower may contact the loan servicer to request a deferment (1) while the parent or dependent undergraduate student is enrolled at least half-time and (2) for an additional six months (grace period) after the dependent undergraduate student ceases to be enrolled at least half-time.

If the loan is deferred, interest will accrue on the loan during the deferment. The graduate student or parent borrower may choose to pay the accrued interest or allow the interest to capitalize when the deferment period ends. The loan servicer will notify the graduate student or parent borrower when the first payment is due.

GI Bill® Education Benefits

Some associate degree programs offered at ITT Technical Institute are approved by the Workforce Training and Education Coordinating Board's State Approving Agency and some bachelor degree programs of study are approved by the Washington Student Achievement Council for the training of veterans, Ready Reservists, National Guard members, spouses and children of deceased or 100 percent disabled veterans, and, in some cases, spouses and children of active duty service members under Titles 10, 32 and 38 of the United States Code. Veterans desiring to train using the benefits of the GI Bill® must first establish eligibility with the Department of Veteran's Affairs ("VA") by submitting Form 22-1990, and dependents must submit form 22-5490, Application for VA Education Benefits, or by applying online at www.gibill.va.gov. For a complete description of each VA education assistance program, go to the GI Bill® website at www.gibill.va.gov. Veterans should contact the school's Finance Department with questions regarding institutional procedures for certifying enrollment.

"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA)"

Military Tuition Assistance

The Tuition Assistance (TA) Program provides financial assistance for voluntary off-duty education programs in support of an active military member's professional and personal self-development goals. The Department of Defense ("DoD") has directed a uniform TA fiscal policy across the military services. The per-quarter hour cap is \$166, the semester hour cap is \$250 and the fiscal year ceiling is \$4,500.

Service members on active duty or current members of the National Guard who are considering college must obtain authorization for tuition assistance through their branch of service. Students should contact their unit education services officer for information regarding full details and current tuition benefits.

NOTE: The regulations governing all federal Financial Assistance programs are subject to change. The Finance Department will have current information regarding available programs, and will make available to the student a copy of the U.S. Department of Education publication "Funding Your Education: The Guide to Federal Student Aid 2015-2016."

State Financial Aid

Washington State Grant Aid Programs

Any resident of Washington who is enrolled in a program at an eligible postsecondary educational institution in Washington and has applied for a Federal Pell Grant may qualify for Washington state grant aid programs. This includes the WSNB, CBS and Passport. Current year awards to eligible students range from \$1,412 to \$2,823. A student's eligibility for these programs is based on (a) the student's income, if the student is an independent student or (b) the parent's income, if the student is a dependent student. The amount of any aid for which the student may be eligible could vary by quarter depending on the student's progress in his or her program, as dictated by state law and regulations.

At the end of each academic quarter, the school will examine whether a recipient of WSNB, CBS, or Passport is progressing satisfactorily in his or her program of study at the school in order to determine if the recipient is eligible to receive a disbursement for the following academic quarter. In order for the recipient to progress satisfactorily from one academic quarter to the next, the recipient must:

- satisfy the satisfactory progress requirements under Washington law, as set forth in WAC 250-20-021(20) ("Satisfactory Progress Requirements"); and
- not have attempted more than 125% of the credit hours designated in the Program Outline section of the school catalog for the recipient's program of study (as such credit hours may be revised or modified from time to time by the school in its discretion) less the credit hours associated with any course that the recipient receives a grade of "CR" or "TR," rounded down to the nearest whole credit hour, pursuant to the Maximum Time Frame for Completion section of the school catalog (the "Maximum Length Requirement").

To satisfy the Satisfactory Progress Requirements, a recipient must:

- successfully complete a minimum number of credit hours in the recipient's program of study during each academic quarter for which the recipient receives a disbursement, based on the recipient's student status (which is based on the student's course load) during that academic quarter; and
- be making satisfactory academic progress, as specified in the Satisfactory Academic Progress section of the school catalog ("SAP"), in the recipient's program of study at the school.

The minimum number of credit hours that the recipient must successfully complete in his or her program of study during an academic quarter in order to satisfy the Satisfactory Progress Requirements are as follows:

Student Status	Minimum Number of Credit Hours Required to be Completed
Full-time (i.e., 12 or more credit hour course load)	12
Three-quarter-time (i.e., nine to 11 credit hour course load)	9
Half-time (i.e., six to eight credit hour course load)	6

If a recipient fails to satisfy the Satisfactory Progress Requirements in any academic quarter, the recipient will remain eligible for a disbursement for the following academic quarter, if:

- the recipient successfully completed at least one-half of the minimum number of credit hours required in the recipient's program of study in the academic quarter most recently completed by the recipient (i.e., six credit hours for a full-time student, five credit hours for a three-quarter-time student and three credit hours for a one-half-time student);
- the recipient has not exceeded the Maximum Length Requirement; and
- the recipient was making SAP in the recipient's program of study at the end of the academic quarter most recently completed by the recipient.

A recipient will also be considered to be making SAP during any academic quarter in which the recipient is on academic probation, as described in the Satisfactory Academic Progress section of the school catalog. A recipient on academic probation must complete 100% of the credits upon which the state aid award was calculated during the probationary academic quarter or state aid will be suspended in the following academic quarter, unless successfully appealed. Any student desiring to apply for Washington state grant aid program should contact the Finance Department.

Washington SBCTC Opportunity Grant Program

The Washington State Board for Community and Technical Colleges created the Opportunity Grant program as a workforce education program. Eligible students may receive Opportunity Grant funding up to \$2,800 (maximum) for tuition and mandatory fees and \$1,000 (maximum) for books, supplies and tools, for a total of one academic year of eligibility funding. Students should contact the Finance Department for further information about the eligibility requirements for the SBCTC Opportunity Grant and to complete a formal application.

Institutional Scholarships

2015 Fall Scholarship

The primary purpose of the 2015 Fall Scholarship (the "FS") is to help address the demand for individuals providing technical administrative support to accountants and other financial management personnel in the United States by encouraging students to graduate from the associate degree program in Accounting at the school (the "Accounting Program"). The FS is only available to eligible new students who first begin the Accounting Program in the quarter that begins in September 2015 ("09/15 Students").

At the end of the first academic year of attendance for which the 09/15 Student is eligible to receive a FS award and each subsequent academic year that an eligible 09/15 Student is enrolled in the Accounting Program, the school will determine if the eligible 09/15 Student qualifies for a FS award for that academic year. If the eligible 09/15 Student qualifies for a FS award for the first academic year or any subsequent academic year after the first academic year, the eligible 09/15 Student will receive a FS award in the form of a retroactive reduction of the amount of tuition and fees that was financed by debt and charged to the eligible 09/15 Student for the courses of the Accounting Program taken by the eligible 09/15 Student in that academic year, after first applying any other institutional scholarships to the eligible 09/15 Student's account. In no event will a refund be issued to an eligible 09/15 Student as a result of receiving a FS award – instead, the FS award for that 09/15 Student will be proportionately reduced to avoid a resulting credit balance.

The maximum amount of the FS awards for which a 09/15 Student may be eligible and qualify will not exceed:

- \$1,250 in any quarter of attendance for which the 09/15 Student is eligible and qualifies for a FS award;
- \$2,500 in any academic year of attendance for which the 09/15 Student is eligible and qualifies for a FS award; or
- \$5,000 in total for all academic years.

Eligibility Requirements – To be eligible for the FS, a 09/15 Student must first begin attending courses in the Accounting Program at the school in the quarter that begins on September 14, 2015. The first academic year of attendance for which a 09/15 Student is eligible to receive a FS award, however, is:

- the 09/15 Student's first academic year that would start on or after September 14, 2015, if the 09/15 Student:
 - was attending one or more courses in an associate or bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on June 15, 2015 ("06/15 Quarter"); and
 - remained continuously enrolled in his or her associate or bachelor degree program of study at an ITT Technical Institute;
 or
- the 09/15 Student's first academic year that starts on or after September 14, 2015, if the 09/15 Student was not attending one or more courses in an associate or bachelor degree program of study at an ITT Technical Institute at any time in the 09/15 Quarter.

Qualification Requirements – An eligible 09/15 Student will qualify for a FS award for the first academic year of attendance for which the 09/15 Student is eligible to receive a FS award, as specified above in the Eligibility Requirements section. To qualify for a FS award for any subsequent academic year, an eligible 09/15 Student must:

- be enrolled at all times during that academic year in at least two (2) distinct, credit-bearing courses in the eligible 09/15 Student's Accounting Program at the school; and
- be making satisfactory academic progress in the Accounting Program at the end of that academic year.

Upon admission to the Accounting Program, the 09/15 Student must contact the school's Finance Department to determine if he or she is eligible for the FS. If the school determines that the 09/15 Student satisfies the eligibility requirements of the FS, the 09/15 Student will have the opportunity to qualify for a FS award for each academic year of attendance in the Accounting Program. An eligible 09/15 Student may not receive a FS award for more than two academic years of the 09/15 Student's enrollment in the Accounting Program.

President's Scholarship

The primary purpose of the President's Scholarship (the "PS") is to encourage graduates of an ITT Technical Institute associate degree program who have demonstrated above-average academic achievement to obtain a higher level of education. The PS is only available to eligible new students who begin a bachelor degree program of study at an ITT Technical Institute in the quarter that begins in September 2015 ("09/15 BP Students").

At the end of each academic year that an eligible 09/15 BP Student is enrolled in a bachelor degree program, the school will determine if the eligible 09/15 BP Student qualifies for a PS award for that academic year. If the eligible 09/15 BP Student qualifies for a particular academic year, the eligible 09/15 BP Student will receive a PS award in the form of a retroactive reduction of the amount of tuition and fees that was financed by debt and charged to the eligible 09/15 BP Student for the courses of the bachelor degree program of study taken by the eligible 09/15 BP Student in that academic year, after first applying any other institutional scholarships to the eligible 09/15 BP Student's account. In no event will a refund be issued to an eligible 09/15 BP Student as a result of receiving a PS award – instead, the PS award for that 09/15 BP Student will be proportionately reduced to avoid a resulting credit balance.

The maximum amount of the PS awards for which a 09/15 BP Student may be eligible and qualify will not exceed:

- \$2,500 in any quarter of attendance for which the 09/15 BP Student is eligible and qualifies for a PS award;
- \$5,000 in any academic year of attendance for which the 09/15 BP Student is eligible and qualifies for a PS award; or
- \$10,000 in total for all academic years.

Eligibility Requirements – To be eligible for the PS, a 09/15 BP Student must (1) have graduated from an ITT Technical Institute associate degree program of study with an overall cumulative grade point average of at least 3.0 for all of the courses included in that program prior to attending classes in a bachelor degree program of study; and (2) must first begin attending courses in a bachelor degree program of study at the school in the quarter that begins on September 14, 2015. The first academic year of attendance for which a 09/15 BP Student is eligible to receive a PS award, however, is:

- the 09/15 BP Student's first academic year that would start on or after September 14, 2015, if the 09/15 BP Student:
 - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on June 15, 2015 ("06/15 Quarter"); and
 - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the 09/15 BP Student's first academic year that starts on or after September 14, 2015, if the 09/15 BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 06/15 Quarter.

Qualification Requirements – An eligible 09/15 BP Student will qualify for a PS award for the first academic year of attendance for which the 09/15 BP Student is eligible to receive a PS award, as specified above in the Eligibility Requirements section. To qualify for a PS award for any subsequent academic year, an eligible 09/15 BP Student must:

- be enrolled at all times during that academic year in at least two (2) distinct, credit-bearing courses in the eligible 09/15 BP Student's bachelor degree program at the school; and
- be making satisfactory academic progress in his or her bachelor degree program at the end of that academic year.

Upon admission to a bachelor degree program of study at the school, the 09/15 BP student must contact the school's Finance Department to determine if he or she is eligible for the PS. If the school determines that the 09/15 BP student satisfies the eligibility requirements of the PS upon admission to a bachelor's degree program at the school, the 09/15 BP student will have the opportunity to qualify for a PS award for each academic year of attendance in his or her bachelor degree program. An eligible 09/15 BP student may not receive a PS award for more than two academic years of the 09/15 BP student's enrollment in his or her bachelor degree program.

Opportunity Scholarship

The primary purpose of the Opportunity Scholarship (the "OS") is to encourage certain students to commit to pursuing their educational goals. The OS is only available to eligible students attending classes at an ITT Technical Institute in:

- an associate degree program of study ("AP Students"); or
- a bachelor degree program of study ("BP Students").

An AP Student or a BP Student will qualify for an OS award for each quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS award. At the end of each academic year that an eligible AP Student is enrolled in an associate degree program or an eligible BP Student is enrolled in a bachelor degree program, the school will

determine if the eligible AP Student or eligible BP Student qualifies for an OS award for next academic year. If the eligible AP Student or eligible BP Student qualifies for an OS award for a particular academic year:

- the eligible AP Student will receive an OS award in the form of a reduction of the amount of tuition and fees charged to the eligible AP Student for the course(s) of the associate degree program of study taken by the eligible AP Student in each quarter of that academic year; and
- the eligible BP Student will receive an OS award in the form of a reduction of the amount of tuition and fees charged to the eligible BP Student for the courses(s) of the bachelor degree program of study taken by the eligible BP Student in each quarter of that academic year.

The amount of an OS award to an eligible AP Student or an eligible BP Student in any particular quarter of an academic year will be based on the eligible AP Student's or eligible BP Student's demonstrated need. An eligible AP Student's or an eligible BP Student's demonstrated need will be determined by the school, in its sole discretion, based on the AP Student's or BP Student's expected family contribution toward his or her tuition and fees owed to the school for that quarter. The maximum amount of the OS awards for which:

- an AP Student who (1) is less than 21 years of age at the time of his or her initial enrollment in the associate degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$5,000 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
 - \$4,285 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
 - \$35,000 in total for all quarters of all academic years; or
- an AP Student who (1) is at least 21 years of age at the time of his or her initial enrollment in the associate degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$4,375 in the first quarter of attendance for which the AP Student is eligible and qualifies for an OS award;
 - \$3,750 in any subsequent quarter of attendance for which the AP Student is eligible and qualifies for an OS award; or
 - \$25,000 in total for all quarters of all academic years; or
- a BP Student who (1) is less than 23 years of age at the time of his or her initial enrollment in the bachelor degree program and (2) graduated from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$4,285 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
 - \$60,000 in total for all quarters of all academic years; or
- a BP Student who (1) is at least 23 years of age at the time of his or her initial enrollment in the bachelor degree program or (2) did not graduate from high school with an overall cumulative grade point average of at least 3.0 on a 4.0 grading scale, may be eligible and qualify will not exceed:
 - \$3,750 in any quarter of attendance for which the BP Student is eligible and qualifies for an OS award; or
 - \$50,000 in total for all quarters of all academic years.

Eligibility Requirements – To be eligible for the OS, an AP Student must attend one or more courses in an associate degree program of study at the school in a quarter that begins on or after March 18, 2013. The first quarter of attendance for which an AP Student is eligible to receive an OS award, however, is:

- the first quarter of the AP Student's next academic year that would start on or after March 18, 2013, if the AP Student:
 - was attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the quarter that began on December 10, 2012 ("12/12 Quarter"); and
 - remained continuously enrolled in his or her associate degree program of study at an ITT Technical Institute; or
- the first quarter of the AP Student's first academic year that starts on or after March 18, 2013, if the AP Student was not attending one or more courses in an associate degree program of study at an ITT Technical Institute at any time in the 12/12 Quarter.

To be eligible for the OS, a BP Student must attend one or more courses in a bachelor degree program of study at the school in a quarter that begins on or after June 17, 2013. The first quarter of attendance for which a BP Student is eligible to receive an OS award, however, is:

- the first quarter of the BP Student's next academic year that would start on or after June 17, 2013, if the BP Student:
 - was attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the quarter that began on March 18, 2013 ("3/13 Quarter"); and
 - remained continuously enrolled in his or her bachelor degree program of study at an ITT Technical Institute; or
- the first quarter of the BP Student's first academic year that starts on or after June 17, 2013, if the BP Student was not attending one or more courses in a bachelor degree program of study at an ITT Technical Institute at any time in the 3/13 Quarter.

Qualification Requirements – An eligible AP Student or an eligible BP Student will qualify for an OS award for the first quarter of the first academic year of attendance for which the AP Student or BP Student is eligible to receive an OS

award, as specified above in the Eligibility Requirements section. To qualify for an OS award for any subsequent quarter of the first and any subsequent academic year, an eligible AP Student or an eligible BP Student must:

- be enrolled at all times during that quarter in courses in the AP Student's associate degree program of study at the school or the eligible BP Student's bachelor degree program of study at the school that represent at least six quarter credit hours; and
- at the end of the AP Student's or BP Student's first and any subsequent academic year, be making satisfactory academic progress in his or her program of study.

Upon admission to an associate degree program of study or a bachelor degree program of study at the school, a student must contact the school's Finance Department to determine if he or she is eligible for the OS. If the school determines that the student satisfies the eligibility requirements of the OS, the eligible AP Student or eligible BP Student will have the opportunity to qualify for an OS award for each quarter of each academic year that the AP Student or BP Student remains enrolled in his or her program of study at the school, beginning with the student's first academic year of eligibility. The school may, at any time in its sole discretion, terminate the OS, which termination will be effective as of the start of the next quarter.

The school makes no representation or promise whatsoever that any student will receive any of the above-described financial assistance. The availability of the above-described financial assistance does not imply that the federal government, state government, any federal or state agency, any private lender or any other provider of Financial Assistance guarantees the quality of instruction or the truth or accuracy of any representation contained herein.

FEDERAL AND PRIVATE EDUCATION LOAN CODE OF CONDUCT

Federal education loans and private education loans (collectively, "Loans") are two types of financial aid that may be available to qualifying ITT Technical Institute students and their parents. It is important for ITT Technical Institute student and parent borrowers to understand ITT Technical Institute's position with respect to Lenders, which are defined to include:

- private lenders who make Loans that ITT Technical Institute student and parent borrowers can use to help pay the cost of an ITT Technical Institute education;
- the entities that service, guaranty and/or securitize those Loans; and
- the entities, such as trade or professional associations, that receive money related to Loan activities from those private lenders, servicers, guarantors and securitizers.

Code of Conduct: ITT Technical Institute has adopted the following code of conduct with respect to Lenders:

- (1) ITT Technical Institute officers and employees (collectively, "Agents") will avoid real and perceived conflicts of interest between their duties and responsibilities at ITT Technical Institute and the Loans or other student financial aid made available to qualifying ITT Technical Institute students and their parents.
- (2) No Agent will solicit, accept or receive any Gift (as defined below) from a Lender.
- (3) No Agent who is employed in the institute's Finance Department or has any responsibilities with respect to student financial aid will:
 - serve or participate on any advisory board, commission or group established by a Lender; or
 - accept from a Lender or an affiliate of a Lender any fee, payment or other financial benefit (including the opportunity to purchase stock) as compensation for any type of consulting arrangement or other contract to provide services to, or on behalf of, a Lender relating to federal or private Loans.
- (4) An Agent, who is not employed in the institute's Finance Department or does not have any responsibilities with respect to student financial aid, may serve on any board of any publicly traded or privately held company and solicit, accept and receive remuneration or expense reimbursement related thereto, regardless of whether that company is a Lender.
- (5) ITT Technical Institute will not:
 - accept or request any Gift from a Lender in exchange for any advantage or consideration provided to that Lender related to the Lender's Loan activities;
 - solicit, accept or receive any payments, referral fees, revenue sharing or similar financial arrangements from any Lender in exchange for referring or recommending that Lender to ITT Technical Institute's student and parent borrowers;
 - permit any employee or other agent of a Lender to:
 - identify himself or herself to ITT Technical Institute's student or parent borrowers as an employee, representative or agent of ITT Technical Institute; or
 - work in the Finance Department or any call center operation of ITT Technical Institute;
 - direct any of its student or parent borrowers to any electronic promissory notes or other loan agreements with respect to any Lender's Loans that do not provide the student or parent borrowers with a reasonable and convenient alternative to select their Lender for a particular type of Loan and complete that Lender's Loan documentation;
 - refuse to certify, or delay certification of, any Lender's Loan based on the Lender selected by its student or parent borrowers; or

- request or accept from any Lender any offer of funds to be used for private Loans to its student or parent borrowers, in exchange for ITT Technical Institute providing concessions or promises to the Lender:
 - that may prejudice any other of its student or parent borrowers; or
 - in the form of a specified number of federal or private Loans, a specified volume of those Loans or a preferred lender arrangement with respect to those Loans.
- (6) ITT Technical Institute will allow all of its student and parent borrowers to select the Lender of their choice, and will not otherwise assign any of its student or parent borrowers' Loans to a particular Lender.
- (7) If ITT Technical Institute refers or recommends any Lender(s) to its student or parent borrowers, ITT Technical Institute will:
- disclose the process by which it selected the Lender(s), including the method and criteria that it used in determining to refer or recommend the Lender(s) and the relative importance of those criteria;
 - disclose to students and their parents that they are free to use any Lender;
 - only refer or recommend a Lender that, as a whole, it has determined offers Loans that have competitive rates, terms, borrower benefits, services and loan administration (collectively, "Terms");
 - review annually the competitiveness of the Terms of the Loans offered by the Lender(s) that it refers or recommends to its student and parent borrowers;
 - update annually the Lender(s) that it refers or recommends to its student and parent borrowers;
 - obtain each Lender's assurance that any repayment benefits that the Lender advertised with respect to the Lender's Loans made to its student and parent borrowers will continue to apply to those Loans, regardless of whether the Lender sells those Loans;
 - inquire whether the Lender has any agreement to sell the Loans made to its student and parent borrowers to an unaffiliated Lender and, if the Lender informs ITT Technical Institute that the Lender has such an agreement, ITT Technical Institute will disclose that information to its student and parent borrowers; and
 - not refer or recommend any Lender more favorably for a particular type of Loan, in exchange for the Lender providing more favorable Terms to student or parent borrowers in connection with a different type of Loan.
- (8) "Gift" is defined as any money, discount, favor, gratuity, inducement, loan, stock, prize or thing of value, including, without limitation, any entertainment, hospitality, service, honoraria, transportation, lodging, meal, registration fee, forbearance, promise, computer hardware, printing or assistance with call center or Finance Department staffing, whether provided in kind, by purchase of a ticket, payment in advance or by reimbursement. A Gift to a family member of an Agent, or to any other individual based on that individual's relationship with an Agent, is considered to be a Gift to the Agent, if:
- the Gift was given with the knowledge and acquiescence of the Agent; and
 - the Agent has reason to believe that the Gift was given because of the Agent's duties or responsibilities at ITT Technical Institute;

A "Gift" does not include, however, any of the following:

- standard informational material, activities or programs on issues related to a Lender's Loan, default aversion, default prevention or financial literacy, such as a brochure, workshop or training;
- food, refreshments, training or informational material furnished to an Agent as an integral part of a training session that is designed to improve the Lender's service to ITT Technical Institute, if such training contributes to the professional development of the Agent;
- favorable Terms on a Lender's Loan provided to a student employed by ITT Technical Institute, if such Terms are comparable to those available to all ITT Technical Institute students;
- educational counseling, financial literacy or debt-management materials provided to borrowers, if the identification of any Lender that assisted in preparing, providing or paying for any of those materials is disclosed on the materials;
- entrance and exit counseling services provided by Lenders to student borrowers to meet ITT Technical Institutes' responsibilities under federal law, provided that:
 - ITT Technical Institute staff is in control of the services;
 - the services are not provided in-person by any Lenders; and
 - the Lender does not promote or secure applications for its Loans or other products or services during the provision of those services;
- items of de minimus value that are offered as a form of generalized marketing or advertising, or to create good will; and
- other services provided by Lenders to ITT Technical Institute or an Agent that are identified and approved by the U.S. Department of Education ("DOE").

ITT Technical Institute's financial aid professionals are available to assist student and parent borrowers and answer any questions that they may have regarding the federal and private Loans available for those who qualify.

STUDENT SERVICES

Career Services

The school's career services as specified below, are available to students and interested graduates, but the school does not make any promise or representation whatsoever to any student or graduate: (1) that the student or graduate will obtain any employment, whether full-time, part-time, upon graduation, during school, related to his or her education or otherwise; or (2) regarding any career opportunity, position, salary level and/or job title in any employment that the student or graduate may obtain, whether during school or upon graduation. No employment information or career service provided by the school to any student or graduate will be considered by the student or graduate, either expressly or impliedly, as any: (a) guarantee or promise of employment; (b) likelihood of employment; (c) indication of the level of employment or compensation any student or graduate may expect; or (d) indication of the types or job titles of positions for which students or graduates may qualify. Students and graduates are encouraged to not place restrictions on their job search endeavors regarding location, starting salary or specific benefits, as doing so may similarly restrict employment options and opportunities. Any employment that a student or graduate may obtain with the help of the school's career services will, in all probability and likelihood, be at an entry-level position.

Part-time Career Services

The school will assist any interested student in finding part-time work during his or her enrollment in a program of study at the school. The student must schedule his or her part-time employment so it does not interfere with the student's Class Schedule.

Graduate Career Services

The student will be advised of job postings and interview opportunities. Students will also be advised of where to access information on how to prepare for and appear at job interviews and how to conduct himself or herself during job interviews. The school offers helpful reference sources to assist the student in locating firms and geographic areas within the United States that offer employment opportunities related to his or her education. Job search activities generally intensify as the student nears graduation, so the student is encouraged to maintain contact with the Career Services Department and utilize its assistance. The Career Services Department is available to consult with any interested student regarding career opportunities that may be available to him or her upon graduation. Alumni are also welcome to contact the Career Services Department for information on career opportunities. The graduate may have to relocate to take advantage of employment opportunities he or she may receive from potential employers.

Preparatory Offering

All students are strongly encouraged to utilize the services and tools offered by the school to help them improve their preparation for the math and verbal coursework in their programs.

Housing Assistance

The student may obtain from the school a list of potential housing accommodations within the vicinity of the school. The school does not operate any on- or off-campus housing. Any student requiring housing assistance is encouraged to contact the school prior to beginning classes for information on local apartment availability and general rental matters such as lease requirements, security deposits, furniture rentals and utilities. The student and his or her parents are, however, solely responsible for the student's housing arrangements, as well as the student's security and safety.

Student Activities

The school encourages student activities to help develop individual initiative, group leadership and cooperation. It is a goal of the school to help provide students with the opportunity to participate in activities which relate to educational objectives, satisfy social needs, provide recreational opportunities and encourage cultural enrichment. School-related student activities must be sanctioned, approved and supervised by the school.

CAMPUS INFORMATION

History of ITT Technical Institute, Spokane Valley, Washington

ITT Technical Institute was opened in Spokane, Washington in March 1985. The school moved to its present location in November 2004. The school now offers associate of applied science degree programs of study in Accounting, Business Management, Drafting and Design Technology, Electrical Engineering Technology, Industrial Engineering Technology, Network Systems Administration and Software Development and bachelor of science degree programs of study in Electrical Engineering and Communications Technology, Information Systems and Cybersecurity, Project Management and Administration and Software Development. Additional branches of ITT Technical Institute are located in Everett, Washington, and Seattle, Washington.

Accreditation

Accredited by the Accrediting Council for Independent Colleges and Schools to award associate of applied science degrees and bachelor of science degrees.

Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241
Telephone: (202) 336-6780

Evidence of the Institution's accreditation is on display at the school or may be obtained from the Director.

Approvals

Authorized test center for the International Society of Certified Electronics Technicians.

Selected associate degree programs of study at ITT Technical Institute, Spokane Valley, WA are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) and selected bachelor degree programs of study are approved by the Washington Student Achievement Council (WSAC/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

Evidence of the institution's approval is on display at the school or may be obtained from the Director.

Memberships

American Design Drafting Association
Hubbel Group
International Electronics/Electrical Engineers
National Association of Veterans' Program Administrators
National Technical Honor Society
Northwest Career Colleges Federation
Pacific Northwest Human Resource Association
Spokane Valley Chamber of Commerce
Washington Financial Aid Association

Faculty

General Education

William Souders, Dean
A.S., Salt Lake Community College
B.S., University of Oregon
M.S., Eastern Washington University

Suzanne Lindholm, Adjunct Instructor
A.A., Spokane Community College
B.A., M.A., Eastern Washington University

Lori Morsman, Adjunct Instructor
B.A., M.A.T., Gonzaga University

Jessica Rising, Adjunct Instructor
B.A., M.A., Union Institute & University

School of Information Technology

Douglas Tapken, Chair, School of Information Technology
B.A., University of Northern Iowa
M.A., Webster University

Information Systems and Cybersecurity Program (Bachelor of Science Degree)

Douglas Tapken, Chair, School of Information Technology
B.A., University of Northern Iowa
M.A., Webster University

Arlen Fletcher, Adjunct Instructor
B.S., Washington State University
M.A.S., University of Denver

Dana Peterson, Adjunct Instructor
A.A., University of Maryland University College
B.A., Saint Leo University
M.A.S., Embry-Riddle Aeronautical University
M.S., Capitol Technology University

David Weston, Adjunct Instructor
B.S., M.S., Bellevue University

Software Development Program (Bachelor of Science Degree)

Edward Hogan, Adjunct Instructor
A.A.S., Community College of the Air Force
A.A., Spokane Falls Community College
B.S., M.S., Eastern Washington University

Network Systems Administration Program (Associate of Applied Science Degree)

Douglas Tapken, Chair, School of Information Technology
B.A., University of Northern Iowa
M.A., Webster University

Robert Hammett, Adjunct Instructor
A.A.S., B.S., ITT Technical Institute

Ryan Naccarato, Adjunct Instructor
A.A., A.A.S., Spokane Community College
A.S., A.S., Spokane Falls Community College
B.S., Gonzaga University

William Olson, Adjunct Instructor
A.A.S., ITT Technical Institute
B.A., Central Washington University

Dana Peterson, Adjunct Instructor
A.A., University of Maryland University College
B.A., Saint Leo University
M.A.S., Embry-Riddle Aeronautical University
M.S., Capitol Technology University

David Weston, Adjunct Instructor
B.S., M.S., Bellevue University

Software Development Program (Associate of Applied Science Degree)

David Arnold, Adjunct Instructor
B.A., Eastern Washington University

Edward Hogan, Adjunct Instructor
A.A.S., Community College of the Air Force
A.A., Spokane Falls Community College
B.S., M.S., Eastern Washington University

Ryan Naccarato, Adjunct Instructor
A.A., A.A.S., Spokane Community College
A.S., A.S., Spokane Falls Community College
B.S., Gonzaga University

School of Electronics Technology

Electrical Engineering and Communication Technology Program (Bachelor of Science Degree)

David Ellis, Adjunct Instructor
B.S., Central Washington University
B.S., Washington State University
M.S., Eastern Washington University

Justin Wendt, Adjunct Instructor
A.A.S., B.S., ITT Technical Institute

Electrical Engineering Technology Program (Associate of Applied Science Degree)

Travis McLeod, Adjunct Instructor
A.A.S., B.S., ITT Technical Institute

Jeffrey Nystrom, Adjunct Instructor
A.A.S., B.A.S., ITT Technical Institute

School of Drafting and Design

Drafting and Design Technology Program (Associate of Applied Science Degree)

West Card, Chair, School of Business
A.A.S., B.S., M.B.A., ITT Technical Institute

Shawn Melville, Adjunct Instructor
A.A.S., B.S., ITT Technical Institute

Jason Streeter, Adjunct Instructor
A.A.S., B.S., ITT Technical Institute

**Industrial Engineering Technology Program
(Associate of Applied Science Degree)**

Please see the school Director for a listing of faculty.

School of Business

West Card, Chair, School of Business
A.A.S., B.S., M.B.A., ITT Technical Institute

**Project Management and Administration – Project
Management and Administration Option, Construction
Option and Information Technology Option
(Bachelor of Science Degree)**

West Card, Chair, School of Business
A.A.S., B.S., M.B.A., ITT Technical Institute

**Accounting Program
(Associate of Applied Science Degree)**

Please see the school Director for a listing of faculty.

**Business Management Program
(Associate of Applied Science Degree)**

Drake Mesenbrink, Adjunct Instructor
B.S., J.D., University of Idaho

Charlotte Tripp, Adjunct Instructor
B.S., Southeast Missouri State University
M.A., Trevecca Nazarene University

General Studies/Technical Basic

Lori Morsman, Adjunct Instructor
B.A., M.A.T., Gonzaga University

Robert Quant, Adjunct Instructor
B.S., Excelsior College
M.A., Webster University
M.Ed., University of Idaho

Joshua Smith, Adjunct Instructor
A.A., Spokane Community College
B.A., Eastern Washington University
B.S., ITT Technical Institute

Please see the school Director for a listing of faculty who teach
online courses.

NOTE: Any faculty assigned to a student's class may be
changed from time to time in the school's discretion.

Administration

F. William King, Director
B.S., California State University, East Bay

William Souders, Dean
A.S., Salt Lake Community College
B.S., University of Oregon
M.S., Eastern Washington University

Dennis Gagaoiu, Director of Career Services
B.S., Gonzaga University

Helen Horton, Director of Finance

Rhonda Duren, Financial Aid Coordinator

Heather Gross, Registrar
B.A., Washington State University

Zachary Hardenbrook, Systems Support Technician
A.A.S., B.S., ITT Technical Institute

Advisory Committees

School of Information Technology

Shawna Brown	Pathology Associates Medical Laboratories
Dave Gest	Spokane Tech Resource
Charles Kinsey	Spokane Teachers Credit Union
Chad Knodel	ABC Office Equipment
Sean Lickfold	Nuvodia
Lacie Magin	Group Photography
Eric Phillips	Datarang Hosted Business I.T.
Mark Phillipy	Avista Corp
Clint Skelton	Pathology Associates Medical Laboratories
Jeff Webb	F5 Networks

School of Electronics Technology

Jim Blair	Engineered Control Systems
Mike Germano	Lite-Check, LLC
Ken Heale	Washington State Department of Transportation
Harold Hepner	Harold Hepner Consulting
Les Janzen	AMX Autopatch Group
Bruce Leonard	Schweitzer Engineering Laboratories Incorporated
Michael Proulx	Absolute Aviation Services
Todd Slater	Absolute Aviation Services

School of Drafting and Design

Tyler Baker	Trindera Engineering
Ryan Brodwater	City of Spokane Valley
Randy Budano	City of Spokane Valley
Brian DeHaan	DCI Engineers
Michael Fenton	Crux Subsurface Inc.
Reid Hatley	Reid Hatley Industries
Angela Hester	Trindera Engineering
Tim Horlacher	Crux Subsurface Inc.
Richard Kearnes	Imprezzio Inc.

School of Business

Jim Barry	360 Consulting Group
Heather Bennett	Greater Spokane Incorporated
Kenny Hall	Servitron
Stacie King	Northern Quest Casino
Tammy Koschalk	Wagstaff, Inc.
Jennifer Little	Numerica Credit Union
Mark Qualley	Humanix
Eldonna Shaw	Spokane Valley Chamber of Commerce
William Sweigert	Associated Industries
Dianna Tiemann	Squishy Peanut Marketing

Physical Facility Description

The school occupies approximately 28,000 square feet of space. It contains theory classrooms and laboratories. Also included is space for a student lounge and administrative offices. Ample parking is provided. Facilities available for disabled persons include parking spaces, restroom facilities, drinking fountain, elevator and access ramps. Please see the Disabled Applicants and Students section of this catalog for further information. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

Learning Resource Center

The school's Learning Resource Center ("LRC") is conveniently located within the school facility and is available to students during normal school hours. The LRC supports the school's programs of study by providing an organized collection of materials (both paper and electronic), instruction on using these materials and equipment to access electronic resources. The electronic collection, which is available 24 hours a day, seven days a week, offers online access to books, periodical databases, electronic curricula support materials and other online reference and information resources.

Statement of Ownership

ITT Technical Institute, Spokane Valley, is one of a network of co-educational, non-denominational private postsecondary educational institutions owned and operated by ITT Educational Services, Inc., a Delaware corporation.

ITT Educational Services, Inc. Corporate Officers and Directors

Kevin M. Modany	Chief Executive Officer
John E. Dean	Executive Chairman of the Board
Eugene W. Feichtner	President and Chief Operating Officer
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June M. McCormack	Executive Vice President and President, Online Division
Ryan L. Roney	Executive Vice President, Chief Administrative and Legal Officer
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Shawn J. Crawford	Senior Vice President, Chief Compliance Officer
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John E. Montgomery	Senior Vice President, Program Management Office
Barry S. Simich	Senior Vice President, Operations
	Senior Vice President, President – The Center for Professional Development
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Karen Carlozzi	Vice President, Recruitment
Nicole A. Elam	Vice President, Government Relations
Dean C. Kempter	Vice President, Chief Academic Officer, ITT Technical Institute
David J. Kleiman	Vice President, Management Information Systems
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Shantanu A. Phadnis	Vice President, Online Division
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James D. Fowler, Jr.	Director
Joanna T. Lau	Director
Thomas I. Morgan	Director
Samuel L. Odle	Director
Vin Weber	Director



ITT Technical Institute

STUDENT HANDBOOK

Spokane Valley
June 2015

MISSION STATEMENT

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate, graduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers career-related educational programs that integrate life-long learning with knowledge and skills to help students:

- Pursue their personal interests and objectives;
- Develop intellectual, analytical and critical thinking abilities; and
- Provide service to their communities.

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

FROM THE CHIEF ACADEMIC OFFICER

Congratulations on your decision to pursue your education at ITT Technical Institute. Your decision to increase your knowledge can help you positively affect your future.

During your enrollment, you will be challenged by your instructors to accomplish predetermined goals that can help you develop knowledge and skills to prepare for a career in a variety of fields involving your program of study. During my experience in education, I have observed that a person's attitude is the single most important determinant of success. A positive can-do attitude, both during your educational experience and your employment, can help lead you to further growth. You are now a member of the lifelong learning community.

Scientific research has shown that there are five keys to achieving your maximum potential. These five keys can help you unlock opportunities for future growth and happiness.

The first of these keys is to **clarify your vision**, to determine what is important to you and what it is you want. When you know what you want, you will be able to make better decisions. It can help you better determine whether a choice will lead you closer to or take you farther from your ideal.

The second of these keys is to **be positive**; to develop a positive self-image by knowing that you have what it takes to be a success. You have the ability to be creative and find solutions if only you allow yourself to do so.

The third of these keys is to **become goal oriented**. Having and living toward specific, measurable, attainable and realistic goals can help you become resilient and overcome the obstacles that otherwise could make realizing your vision more difficult.

The fourth of these keys is to **take action**. Goals without action are only wishes. You have already taken action toward your career goals by seeking knowledge at ITT Technical Institute. Don't let fear of success keep you from taking the actions you need to take.

The fifth of these keys is to **build relationships**. Individuals are most effective when they build relationships with other people who share similar visions and goals. The staff at ITT Technical Institute will be there to assist you as you work toward realizing your vision.

Good Luck as you learn, grow and pursue your goals!

Dean Kempter
Chief Academic Officer

INDEX	Page
List of Available Information	6
Who to See	9
General Policies	10
Educational Assistance	36
Financial Assistance	38
Career Services Assistance	39
Appendix	45

Note: If discrepancies are found between the School Catalog and the Student Handbook, the School Catalog prevails.

ALPHABETICAL TABLE OF CONTENTS

Absences	36
Academic Clubs	44
Academic Dishonesty	10
Academic Programs-Improvements and Changes	10
Advising	10
Alcohol and Drug Policy	11
Anti-Harassment Policy	13
Appendix	45
Assignments	36
Availability of Course Materials	14
Bias-Related Crime Prevention (New York)	14
Bulletin Boards and Announcements	15
Bookstore	38
Campus Sex Crimes Prevention Act Notice	16
Career Bank-ITT Technical Institute Online Jobs Database	40
Career Fairs	40
Career Services Assistance	39
Check Cashing Policy	38
Children	16
Community Resources	16
Completion and Retention Rates	16
Computer and Electronic Information Policy	17
Connecting with Employers	40
Continuing Education	41
Copyright Infringement is Prohibited	20
Credit for Previous Education or Experience	20
Disabled Applicants and Students	22
Dress Code	24
Educational Assistance	36
Emergencies-Personal	25
Entrance and Exit Counseling	38
Exams	37
Exam Make-up	37
Extra-Curricular Activities	44
Extra Help for Academics	37
Extra Help for Laboratory Work	37
Faculty Work Areas	25
Family Educational Rights and Privacy Act Annual Notification	25
Financial Assistance	38
Fire and Emergency	26
General Policies	10
Individual Career Search Advising	40
Learning Resource Center (LRC)	37
List of Available Information	6
Non-Discrimination and Diversity	27
Online Assignment Submission	27
Orientation and Online Student Preparation	28
Parking	28
Personal Property	28

Pre-Graduate Employment Assistance	40
Professional Development	40
Rape, Acquaintance Rape and other Forcible and Non-Forcible Sex Offense Prevention Information	29
Safety and Security Policies and Crime Statistics Report	31
Safety Tips	32
Schedule Changes and Withdrawals	37
School Closing Due to Inclement Weather	32
Sexual Assault, Sexual Harassment and other Prohibited Harassment (California)	33
SmartForms	38
Soliciting	34
Sports and Social Events	44
Student Activities	34
Student Body Diversity	34
Student Complaint/Grievance Procedure	34
Student Entry	34
Student Lounge/Break Area	34
Student Portal	35
Suspension and Reinstatement of Eligibility for Federal Student Financial Aid as a result of Drug-Related Offenses	38
Telephones	35
Tuition Payment	39
Types of Employment Obtained by Graduates	41
Types of Graduate and Professional Education Pursued by Graduates of the Bachelor's Degree Programs	44
Vaccination Policy	35
Virtual Library	35
Visitors and Guests	36
Voter Registration	36
Weapons	36
Who to See	9

INDEX OF APPENDICES

Program of Study Information

Completion and Retention Rate Disclosure

Student Body Diversity

Student Complaint/Grievance Procedure

Nursing Program (where applicable) *

Health Information Technology Program (where applicable) *

* Not every campus has every school of study or offers all of the programs within a particular school of study. Please refer to the particular ITT Technical Institute campus' school catalog for details on the schools of study at that campus.

LIST OF AVAILABLE INFORMATION

The following information can be obtained by current and prospective students, at any time upon request from the individual or Department identified.

1. The refund policy with which the school is required to comply. This information is contained in the School Catalog and Enrollment Agreement, and can also be obtained from the school's Finance Department.
2. A summary of the requirements under 34 CFR Section 668.22 for the return of grant or loan assistance received under any federal student aid programs under Title IV of the Higher Education Act of 1965, as amended ("Act"). This information is contained in the School Catalog and Enrollment Agreement, and can also be obtained from the school's Finance Department.
3. Procedures for officially withdrawing from the school. This information can be obtained from the school's Registrar.
4. The ITT Technical Institute Safety and Security Policies with Crime Statistics report. This report contains, among other things:
 - statistics of crimes that have occurred on campus;
 - school policies on reporting crimes and other emergencies that occur on campus;
 - school policies concerning security of and access to campus facilities;
 - school policies concerning campus law enforcement;
 - a description of the type and frequency of programs regarding campus security procedures and practices;
 - a description of the program on crime prevention;
 - school policies and programs on illegal drugs and alcohol;
 - school policies regarding sexual assault;
 - where information on registered sex offenders can be obtained;
 - school policies on emergency response and evacuations; and
 - school policies on missing student notification procedures.

A copy of this report is posted at http://info.itt-tech.edu/campus_safety/Pages/default.aspx and a paper copy can be obtained from the school's Registrar.

5. A description of all federal, state, private, and institutional student financial assistance programs available at the school to students who may qualify, including:
 - the procedures by which students apply for assistance;
 - the forms by which students apply for assistance;
 - the eligibility requirements;
 - the criteria for selecting recipients;
 - the criteria for determining the amount of aid awarded;
 - the method by which disbursement will be made and the frequency of payment;
 - the rights and responsibilities of students receiving financial assistance;
 - criteria for continued student eligibility;
 - the standards which the student must maintain to be considered making satisfactory academic progress;

- the criteria by which the student who has failed to make satisfactory academic progress may re-establish eligibility for aid;
- the terms of any loans received by the student as part of the student's financial assistance package;
- a sample loan payment schedule and the necessity for repaying loans;
- the general conditions and terms applicable to any employment provided to the student as part of the student's financial assistance package;
- entrance and exit counseling information; and
- the terms and conditions of the federal student loans available to students at the school who qualify.

This information can be obtained from the school's Finance Department.

6. The school's completion and retention rates. This information can be obtained from the school's Director of Career Services.
7. The cost of attending the school. This information can be obtained from the school's Finance Department.
8. Tuition and fees charged. This information can be obtained from the school's Finance Department.
9. Estimates of necessary books, tools and supplies. This information can be obtained from the school's Finance Department.
10. Estimates of transportation costs for commuting students or for students living on or off campus. This information can be obtained from the school's Finance Department.
11. Any additional cost of a program in which the student is enrolled or expresses a specific interest. This information can be obtained from the school's Finance Department.
12. The academic program(s) offered at the school, including the current degree programs and other educational and training programs. This information can be obtained from the school's Dean or School and Program Chairs.
13. The school's instructional, laboratory and other physical facilities which relate to the academic program(s). This information can be obtained from the school's Dean.
14. The school's faculty and other instructional personnel. This information can be obtained from the school's Dean.
15. Any plans by the school for improving the academic program(s) of the school. This information can be obtained from the school's Dean.
16. The names and associations, agencies or governmental bodies that accredit, approve, or license the school and its programs and the procedures by which documents describing that activity may be reviewed. This information can be obtained from the school's Director.
17. A description of any special facilities and services available to disabled students, including students with intellectual disabilities. This information can be obtained from the school's Director who is also the school's Student Disability Coordinator and coordinates compliance with Section 504 of the

Rehabilitation Act of 1973 and its regulations.

18. The Family Educational Rights and Privacy Act Notification. This information is contained in this Student Handbook and the School Catalog. A copy of the policy can be obtained from the school's Dean.
19. The school's policies and sanctions related to copyright infringement. This information is contained in this Student Handbook and can be obtained from the school's Director.
20. The student body diversity at the school. This information is contained in this Student Handbook and can be obtained from the school's Director.
21. Graduate employment rate information, including the types of employment obtained by the school's graduates. This information can be obtained from the Career Services Department.
22. Types of graduate and professional education in which graduates of the school's bachelor degree programs have enrolled. This information can be obtained from the Career Services Department.
23. The school's vaccination policy for students. This information is contained in this Student Handbook and can be obtained from the school's Director.

The "Who To See" section of this Student Handbook also contains a list of subjects and the corresponding school personnel who can provide information on each subject.

WHO TO SEE

Subject	School Personnel
Academic Programs	Dean School and Program Chair(s)
Academic Advising	Dean and Associate Dean(s) School and Program Chair(s)
Accreditation and Licensing	Director
Alcohol and Drug Policy	Dean
Class Schedule	Registrar
Community Resources	Dean
Completion, Retention and Graduate Employment Rate Information	Director of Career Services
Copyright Infringement Policy	Director
Cost of Attendance and Financial Aid	Director of Finance
<ul style="list-style-type: none"> · Description of Federal, State, Private and Institutional Student Financial Assistance Programs Available at the School · Estimated Cost of Attendance · Estimated Cost of Tools · Estimated Transportation Costs · Financial Aid Advising · Refund Policy · Return of Federal Loan or Grant Assistance · Student Account Information · Tuition and Fees 	Financial Aid Coordinators
Family Educational Rights and Privacy Act	Dean
Faculty	Dean
Graduate and Professional Education Pursued by the School's Bachelor Degree Graduates	Director of Career Services
Institutional Facilities	Dean
Learning Resource Center	Dean
Lost and Found	Dean
Program or Course Charges or Withdrawals	Registrar
Safety and Security Policies and Crime Statistics	Registrar
Servicemember Coordinator and Notice of Service and Intent to Return	Registrar
Student Car Pooling/Transportation Assistance	Director of Career Services
Student Disability Coordinator (also known as the Section 504 Coordinator)	Director
Student Diversity	Director
Student Housing Assistance	Director of Career Services
Substance Abuse Prevention Coordinator	Dean or Associate Dean
Student Employment Assistance	Director of Career Services
Title IX Coordinator	Director
Vaccination Policy	Director
Voter Registration	Dean or Associate Dean

GENERAL POLICIES

The following rules and policies apply to all members of ITT Technical Institute's student body.

ACADEMIC DISHONESTY

ITT Technical Institute defines academic dishonesty as the "submission of work completed by another person as your own." All ideas, words or work from others that are included in a student's submitted work must be identified and cited. Failure to appropriately identify the ideas, words or work of others included in a student's work is considered academic dishonesty and violates the conduct section of the School's Catalog. Academic dishonesty may result in a zero on the graded activity, suspension and/or termination from one or more of the courses the student is taking or the student's entire program of study at the school.

Ideas, words or work that require citation include, but are not limited to, hard copies or electronic publications, whether copyrighted or not, and visual and verbal communication that clearly originates from an identifiable source. This policy applies to all courses whether taught in residence or online and all sources whether electronic or hardcopy.

It is academically unethical and unacceptable to:

- submit work completed in whole or in part by another person as if it were your own;
- restate or paraphrase another writer's work without acknowledging the source;
- copy another student's homework and submit the work as if it were the product of your own labor;
- attempt to gain an advantage through the use of crib sheets, hidden notes, viewing another student's paper, revealing the questions or answers on exams or quizzes to other students or viewing quiz or exam questions obtained by another student; and
- store or communicate information not distributed to students through the use of electronic devices, recording devices, cellular telephones, headsets or portable computers.

ACADEMIC PROGRAMS-IMPROVEMENT AND CHANGES

Improvement to ITT Technical Institute's curriculum is an ongoing process. The Institution's Curriculum Department receives input from faculty members, staff, students, graduates, and employers of graduates through the use of surveys, local Advisory Committee meetings, national curriculum committees and outside consultants. It then updates existing programs and adds new programs, including updating textbooks and equipment to support new techniques that meet the ever-changing work environment in which our graduates are employed.

ADVISING

The student must receive academic, attendance, and/or financial aid advising from the school, as the school deems necessary in its discretion. Students should contact the School and Program Chair(s), Associate Dean(s) or Dean for academic and attendance advising. The Director of Finance and Financial Aid Coordinator(s) conduct financial aid advising.

Instructors in online courses are available for class communications, tutoring and/or student advising at least six days per week by e-mail. They will respond to messages within 72 hours. Academic Service Representatives and Program Managers are also available for assistance with issues related to online courses.

ALCOHOL AND DRUG POLICY

The school makes available information on drug awareness to all students through the Substance Abuse Prevention Coordinator. In compliance with the Drug Free Schools and Communities Act, as amended, a copy of the school's Alcohol and Drug Policy is printed below to assure that all students at ITT Technical Institute are aware of the standards of conduct with respect to alcohol and drugs that affect them.

The possession, use, and/or sale of alcohol and/or drugs on any part of the school's premises or at any school-sponsored event are prohibited. Students using illegal drugs or alcohol on any part of the school's premises or at any school-sponsored event will be terminated from the school and/or referred to appropriate rehabilitation agencies. Students selling drugs on any part of the school's premises or any school-sponsored event will be terminated from school and referred to the appropriate legal authorities for prosecution. See "Suspension and Reinstatement of Eligibility for Federal Student Financial Aid as a result of Drug-Related Offenses" contained herein for additional information concerning how drug related convictions may impact your ability to obtain Student Financial Aid. The school will also make available information on the health risks associated with the use of illicit drugs and the abuse of alcohol. This information is available from the Substance Abuse Prevention Coordinator.

The Realities of Drug and Alcohol Abuse

Economic Realities

- Substance abuse costs American society over \$250,000,000,000 each year.
- American businesses suffered a productivity loss of over \$134.2 billion in 1998 due to drinking, either-on-the-job or away from the office.
- Frequent drinking is associated with absenteeism, tardiness, leaving work early and poor coworker relationships.

Criminal Realities

- In 2006 5.3 percent of the 14,990 homicides were narcotics related.
- 35% believe the offender was drinking or on drugs during assault in the workplace.
- Alcohol and drugs weaken the brain mechanisms that normally restrain impulsive behaviors, including inappropriate aggression.

Medical Realities

- There is a strong correlation between alcohol use and cancers of the mouth, larynx, pharynx, and esophagus.
- The correlation between alcohol and oral cancer is even more pronounced for those
 - who use alcohol and tobacco.
- There is a significant negative impact on the health of children who are exposed to illegal drugs or nicotine who grow up in a household where drugs and tobacco are abused.

Drug Usage Realities

- The use of marijuana, cocaine and opiates continues to rise in the United States.
- Marijuana is the nation's most commonly used illicit drug.
- Adults 18-25 years old have higher cocaine use than any other age group.

For additional information see: 1998 National Institute of Drug Abuse Report to Congress National Institute on Drug Abuse and the National Institute on Alcohol and Alcohol Abuse www.nida.nih.gov; and U.S. Drug Enforcement Administration website at www.usdoj.gov/dea/index/htm; and Bureau of Justice Statistics, Drugs and Crime Facts: Drug Use and Crime <http://www.ojp.usdoj.gov/bjs/def/duc.htm>.

Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance

21 U.S.C. 844(a)

1st conviction: Up to 1 year imprisonment and fined at least \$1,000 but not more than \$100,000, or both.

After 1 prior drug conviction: At least 15 days in prison, not to exceed 2 years and fined at least \$2,500 but not more than \$250,000, or both.

After 2 or more prior drug convictions: At least 90 days in prison, not to exceed 3 years and fined at least \$5,000 but not more than \$250,000, or both.

21 U.S.C.853 (a)(2) and 881(a)(7)

Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than 1-year imprisonment. (See special sentencing provisions re: crack.)

21 U.S.C. 881(a)(4)

Forfeiture of vehicles, boats, aircraft, or any other conveyance used to transport or conceal a controlled substance.

21 U.S.C. 844a

Civil fine of up to \$10,000 (pending adoption of final regulations.)

18 U.S.C. 922(g)

Ineligible to receive or purchase a firearm.

Miscellaneous

Revocation of certain federal licenses and benefits, e.g., pilot licenses, public housing tenancy, etc, are vested within the authorities of individual Federal agencies.

(NOTE: These are only federal penalties and sanctions. Additional state and local penalties and sanctions may also apply.)

ANTI-HARASSMENT POLICY

It continues to be the policy of ITT Technical Institute that sexual harassment of students or applicants for admission in any form is unacceptable conduct, which will not be tolerated. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the school of sexually suggestive objects or pictures, sexually explicit or offensive jokes, physical assault and other verbal, visual or physical conduct of a sexual nature. No student, applicant, faculty member or other employee of ITT Technical Institute shall threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's application, enrollment, grades, studies or educational experience at ITT Technical Institute. Similarly, no faculty member or other employee of ITT Technical Institute shall promise, imply, or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Other types of harassment that will not be tolerated include any unwanted or unwelcome words, gestures or actions of a persistent or offensive nature involving any person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status. Harassment of this nature also includes any conduct, whether verbal, visual or physical, relating to or involving a person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status that is sufficiently pervasive or severe to: (i) unreasonably interfere with a student's education at the school or a student's admission to a program offered by the school; or (ii) create an intimidating, hostile or offensive learning environment for students.

Any student or applicant who feels that he or she is a victim of prohibited harassment (including, but not limited to, any of the conduct listed above) by any student, applicant, faculty member or other ITT Technical Institute employee, or visitor or invitee of the school in connection with the educational experience offered by ITT Technical Institute should, as described in the Student Complaint/Grievance Procedure section, bring the matter to the immediate attention of the school Director, at the telephone number specified in the school catalog. A student or applicant who is uncomfortable for any reason in bringing such a matter to the attention of the school Director, or who is not satisfied after bringing the matter to the attention of the school Director, should report the matter to the Senior Vice President and Chief Compliance Officer, ITT Educational Services, Inc. ("ITT/ESI") at (800) 388-3368. Any questions about this policy or potential prohibited harassment should also be brought to the attention of the same persons.

ITT Technical Institute will promptly investigate all allegations of prohibited harassment in as confidential a manner as the school deems reasonably possible and take appropriate corrective action, if warranted.

AVAILABILITY OF COURSE MATERIALS

Students enrolled on a resident campus will receive books for both online and on campus courses at the campus. Course materials for online courses offered through the Indianapolis online program will be mailed to the student prior to the start of the course. Materials for all courses the student is registered to take in the quarter will be mailed together prior to the start of that quarter. Online materials for online courses will not be made available more than ten (10) days prior to the start of the course.

BIAS-RELATED CRIME PREVENTION INFORMATION (NEW YORK)

In compliance with Article 129-A of the New York State Education Law, information about bias-related crime prevention is printed below in order to assure that all students at ITT Technical Institute are aware of the laws, penalties and standards of conduct with respect to these crimes.

What is a Hate Crime?

In enacting the Hate Crimes Act of 2000, the New York Legislature found that:

Criminal acts involving violence, intimidation and destruction of property based upon bias and prejudice have become more prevalent in New York state in recent years. The intolerable truth is that in these crimes, commonly and justly referred to as "hate crimes", victims are intentionally selected, in whole or in part, because of their race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation.

A hate crime is committed when a person commits a specified offense *and intentionally selects the person against whom the crime is committed* in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct. A hate crime is also committed when a person commits a specified offense and *intentionally commits the act or acts constituting the offense* in whole or in substantial part because of such belief or perception.

For purposes of this definition, specified offenses include the following offenses, or any attempt or conspiracy to commit the following offenses:

- assault in the first, second or third degree;
- aggravated assault upon a person less than 11 years old;
- menacing in the first, second or third degree;
- reckless endangerment in the first or second degree;
- manslaughter in the first or second degree;
- murder in the second degree;
- stalking in the first, second, third or fourth degree;
- rape in the first degree;
- criminal sexual act in the first degree;
- sexual abuse in the first degree;
- aggravated sexual abuse in the first or second degree;
- unlawful imprisonment in the first or second degree;
- kidnapping in the first or second degree;
- coercion in the first or second degree;
- criminal trespass in the first, second or third degree;
- burglary in the first or second degree;
- criminal mischief in the first, second, third or fourth degree;

- arson in the first, second, third or fourth degree;
- petit larceny;
- grand larceny in the first, second, third or fourth degree;
- robbery in the first, second or third degree;
- harassment in the first degree; or
- aggravated harassment in the first or second degree.

Penalties for Hate Crimes

The Hate Crimes Act generally provides that when a person commits a hate crime, the penalty to which he or she will be sentenced will generally be longer than if the person had committed the same specified offense without the hate crime.

Procedures

Victims of hate crimes are encouraged to report the offense as soon as possible after the incident. The school Director can provide information regarding assistance, resources and options of action available to the victim. The information provided by the Director will include the availability of counseling and other support services in the community. Counseling services are not available at the school. In addition, victims of hate crimes are reminded of their right to report the matter directly to local law enforcement officials.

Reports received by the school of alleged hate crimes perpetrated by enrolled students or school employees will be forwarded to the school Director, who will refer the matter to local law enforcement officials. In addition to the criminal penalties described above under "Penalties for Hate Crimes", the school may also impose sanctions against students or employees found guilty of hate crimes. For students, these sanctions may include, without limitation, suspension or termination from the school. For employees, these sanctions may include, without limitation, suspension or termination of employment.

ITT Technical Institute issues, on an annual basis, a *Safety and Security Policies and Crime Statistics Report*, which discloses, among other things, information about the school's safety and security policies and procedures.

BULLETIN BOARDS AND ANNOUNCEMENTS

Official notices from the faculty and administration are posted on bulletin boards. Students are expected to periodically review the official school notices posted on the bulletin boards, read the notices and comply with the notices. Notices of available jobs and housing are posted on the Career Services bulletin board. If you wish to post a notice of saleable items, please talk to an Associate Dean or Dean.

Official notices to online students from the administration are posted in the Announcements page of the ITT Technical Institute Online Programs Website <http://www.distance-education.itt-tech.edu/itt/clikslogin>. Students are required to periodically review the posted official notices, read the notice, and comply with the notices. Within each online course, faculty will use the Course Announcements area to post important information specific to their courses. Students are required to read and comply with notices posted by the faculty. See also Student Portal herein.

CAMPUS SEX CRIMES PREVENTION ACT NOTICE

For information on the Campus Sex Crimes Prevention Act Notice, see “Safety and Security Policies and Crime Statistics Reports” contained herein.

CHILDREN

Children of students may not be brought into the school while the student is in class. The school is not responsible for the safety of children on school premises. Please contact your instructor should childcare responsibilities prevent you from attending class.

COMMUNITY RESOURCES

Information about Community Resources such as Alcoholics Anonymous, Al-Anon, and other related groups is set forth below

Organization	Website	Phone Number
Alcoholics Anonymous	www.aa.org	1 (800) 234-0246
Al-Anon	www.al-anon.org	1 (888) 425-2666
Cocaine Anonymous	www.ca.org	1 (800) 347-8998
Drug and Alcohol Abuse Hotline	www.nida.nih.gov	1 (800) 234-0420
Family and Children’s Services	www.acf.hhs.gov	1 (800) 222-8000
HIV/AIDS	www.AIDS.gov	See website
Men’s Health	www.health.nih.gov	See website
Narcotics Anonymous	www.na.org	See website
Obesity	www.obesity.org	See website
Rape Crisis Center	www.therapeccrisiscenter.org	1 (888) 366-1640
Women’s Health	www.womenshealth.gov	1 (800) 994-9662

Please see the Dean for additional information concerning Community Resources that may be available to you.

COMPLETION AND RETENTION RATES

ITT Technical Institute provides completion and retention rate information, categorized by gender, ethnicity and the percentage of students receiving federal grants and loans, in the “Completion and Retention Rate Disclosure” which can be found in the Appendix attached hereto.

COMPUTER AND ELECTRONIC INFORMATION POLICY

Introduction

ITT Technical Institute, in furtherance of its educational objectives, provides computing and network services, usually without charge as part of the tuition and fees, to its educational community. These services and the hardware associated with providing them are all considered part of the campus infrastructure and are the property of ITT Technical Institute. The following guidelines reflect ITT Technical Institute's policy for responsible use of these services and resources. This policy should be used in connection with ITT Technical Institute's other existing policies, including those regarding discrimination, harassment, and equal opportunity. Those policies can be found in the School Catalog and in this Student Handbook. The following policy statements do not constitute a contract and ITT Technical Institute reserves the right to change them at any time. Failure to abide by this policy may result in revocation of computing and network privileges and/or disciplinary action.

Authorized Use of ITT Technical Institute Resources

- a) Use of ITT Technical Institute's computing and network systems is limited to authorized users (i.e., students admitted and attending classes, faculty and staff only).
- b) User network IDs, computer sign-ons and passwords are the property of ITT Technical Institute and should never be shared. A user must use only his or her own network ID, computer sign-on or password and should never provide his or her network ID, computer sign-on or password to any other user.
- c) ITT Technical Institute's resources or private computer hardware connected to ITT Technical Institute's computer systems must not be used to provide access to any ITT Technical Institute's network to anyone who is not an authorized user. No ITT Technical Institute resources may be used to route non-ITT Technical Institute network traffic through any ITT Technical Institute computer system without the prior written consent of ITT Technical Institute.
- d) All usage of ITT Technical Institute's computing resources, networks, and software is to be made for legitimate educational, research, or employment purposes related to ITT Technical Institute. Any commercial or other use of ITT Technical Institute's computing resources, networks, or software is strictly prohibited.
- e) If ITT Technical Institute receives any evidence of any violation of this policy, security breach or use of ITT/ESI resources for an illegal purpose (including the unauthorized use of copyrighted materials or licensed software), ITT Technical Institute may terminate the user's network access without consent or notice and impose other disciplinary action.

Electronic Mail

- a) All electronic mail ("e-mail") accounts and the contents thereof are the property of ITT Technical Institute.
- b) ITT Technical Institute uses its e-mail system to communicate important information to students. Students should check their e-mail account frequently.
- c) E-mail messages should not be regarded as private, and ITT Technical Institute cannot guarantee the confidentiality of e-mail messages for many reasons, including the following: e-mail messages may

be saved indefinitely on the receiving computer, e-mail messages can be intentionally or accidentally forwarded to non-intended recipients, and e-mail messages may be improperly delivered by an e-mail system.

- d) ITT Technical Institute, although it does not regularly monitor e-mail communications, reserves the right to inspect, monitor, disclose or discontinue e-mail communications without consent or notice when consistent with and/or required by law; when there is evidence or reason to believe violations of law or ITT Technical Institute policy are taking or have taken place; or when computer maintenance or operational concerns require such action.
- e) ITT Technical Institute e-mail services may not be used for: unlawful activities; commercial purposes (whether or not under the auspices of ITT Technical Institute); personal financial gain; or any other use that violates any other ITT Technical Institute policy or guideline, including any policy regarding intellectual property or regarding sexual or other forms of harassment.
- f) Each user must properly identify himself or herself as the originator of all e-mail messages he or she sends and shall not employ any false identity on e-mail messages. Users shall also not give the impression that they are representing or otherwise making statements on behalf of ITT Technical Institute unless appropriately authorized to do so.
- g) Users shall not be permitted to send unsolicited "junk" e-mail or mass electronic mailings or chain letters without a legitimate ITT Technical Institute educational purpose.
- h) ITT Technical Institute e-mail systems are intended for purposes related to ITT Technical Institute's educational mission. Incidental personal uses of the e-mail system may be made, however, provided such use does not: (1) burden ITT Technical Institute with noticeable incremental cost; (2) violate any provision of this policy; or (3) otherwise interfere with the operation of ITT Technical Institute's computing and network services. Users should be aware that such personal communications are not private and are subject to the same conditions as all other e-mail, as described above.

Software Use

ITT Technical Institute makes a variety of software programs and applications available to the authorized users of its computing systems. This software is generally licensed to ITT Technical Institute. Failure to adhere to the terms of such licenses can subject violators to legal action and can jeopardize ITT Technical Institute's ability to procure such software for its users. Users of ITT Technical Institute's computing systems must adhere to the following guidelines:

- a) Users should ensure they are covered by the appropriate site-license for each software program or application they use. To determine whether you are an authorized user, contact the Dean.
- b) Unauthorized copying of software is illegal and strictly prohibited, even when such software is not protected against copying. There is generally a no "fair use" provision for copying software. ITT Technical Institute's software licenses do not permit you to obtain a copy of any of its software programs for your use or installation on any computer.
- c) Software must not be removed or copied from any ITT Technical Institute hardware or system without prior written authorization from the Dean.
- d) Personal software must not be installed or downloaded from the internet onto any ITT Technical Institute hardware or system without written authorization from the Dean.

Internet Use and Creation of Web Pages

All use and access of the Internet from ITT Technical Institute's computing systems is subject to the following guidelines:

- a) Access to pornographic, gambling, "hate speech", or similar web sites is strictly prohibited. Web sites accessed by ITT Technical Institute's computing systems users may be monitored.
- b) The Dean must authorize any web page created. Each such web page must include contact information, including an e-mail address, of the writer or publisher on each page.
- c) Creation of any web page must comply with copyright laws for all content, including photographs, illustrations, and other graphic images that were created by others. Downloading an image from any web site without permission usually violates copyright law. See also "Copyright Infringement is Prohibited" contained herein.
- d) Any personal, club or organization web page created must be clearly marked with a legend indicating that such page is personal in nature and does not represent the views or opinions of ITT Technical Institute.
- e) While ITT Technical Institute does not typically provide editorial review of web pages, ITT Technical Institute reserves the right to edit or terminate such pages at any time to comply with third party complaints, any applicable law or regulation, or computer and network management concerns.

Proper and Responsible Use of ITT Technical Institute Computing Systems

- a) Users of ITT Technical Institute's computing systems must respect the privacy and rules governing all information accessible through the systems. For example, users must not intentionally seek information on, obtain copies of or modify files, tapes or passwords belonging to other users or ITT Technical Institute available on ITT Technical Institute's computing systems.
- b) Users of ITT Technical Institute's computing systems must respect the finite capacity of the computing systems. For example, users shall limit usage of the computing systems so as to not interfere with the usage of others and must not use the computing systems for profit-making or fund-raising activities without specific prior written authorization from the Dean to do so.
- c) Users of ITT Technical Institute's computing systems must respect the integrity of the computing systems. For example, users must not download, transmit, or install any virus, Trojan horse, worm, or other potentially destructive code on any ITT Technical Institute computing system.
- d) Users of ITT Technical Institute's computing systems must ensure that their usage of such systems complies with all applicable local, state and federal laws.

COPYRIGHT INFRINGEMENT IS PROHIBITED

Copyright laws protect original works of authorship. The owner of a copyright has the exclusive right to the original work, including the right to copy the work, distribute the work, display or perform the work publicly, and create derivative works. A copyright interest attaches to an original work that is “fixed in any tangible medium of expression,” including traditional works like books, photographs, architectural drawings, music, drama and sculpture, as well as works affected by new technologies, like movies, electronic media, web pages, software, multimedia works and databases. The use of file-sharing networks to download and share copyrighted works without permission from the copyright owner – like software, music, movies, TV shows, games and images – violates copyright laws. Both the person who makes an illegal copy of a copyrighted work available and the person who receives or downloads an illegal copy have violated the copyright laws. In most instances, a student must obtain permission from the copyright owner in order to copy, distribute, display or perform a copyrighted work in any medium for any purpose.

Any copyright infringement, including, without limitation, distribution of copyrighted material through unauthorized peer-to-peer file sharing, in connection with a student’s enrollment in a program of study at the school or conducted by a student through the use of any of the school’s equipment or information systems is prohibited and violates both the Conduct section of the School Catalog and the law. Any student who engages in copyright infringement will be subject to discipline by the school, which may include, without limitation, the suspension or termination from one or more courses the student is taking or the student’s entire program of study at the school and the referral to the proper authorities. Copyright infringement may also subject the student to civil and criminal liabilities. A summary of the penalties for violating federal copyright laws include:

- unlimited actual damages proven for each act of copyright infringement;
- up to \$30,000 for each act of copyright infringement that is determined not to be willful;
- up to \$150,000 for each act of copyright infringement that is determined to be willful; and
- criminal penalties.

CREDIT FOR PREVIOUS EDUCATION OR EXPERIENCE

A student may request credit for courses in the student’s program of study at the school based on the student’s previous postsecondary education or experience, by submitting a written request to the Registrar.

1. Previous Postsecondary Education

Following the Registrar’s receipt of the student’s written request, the school may grant the student credit for course(s) in the student’s program of study based on the student’s previous postsecondary education at a different institution, if the student satisfies all of the following requirements:

- a) The student provides the school with an official transcript from each educational institution awarding any credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school. If the educational institution is located (i) in the U.S., it must be accredited by an accrediting agency recognized by the U.S. Department of Education, or (ii) outside the U.S., it must be accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.
- b) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific core, technical basic and general studies course requirements of the student's program of study at the school is determined, in the school's discretion, to be equivalent to the subject matter of such core, technical basic and general studies course(s).
- c) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy specific general education course requirements of the student's program of study at the school is determined, in the school's discretion, to be substantially similar to the subject matter of such general education course(s). In addition, any credit for courses that the student desires to transfer to the school to satisfy any Science course requirements in the Nursing associate's degree program must have been earned by the student within seven years of the Registrar's receipt of the student's written request.
- d) The subject matter of the course(s) represented by the credits that the student desires to transfer to the school to satisfy any elective course requirements of the student's program of study at the school is determined, in the school's discretion, to represent a level of rigor that is equal to or greater than the rigor of the school's lower division courses.
- e) The number of credits that the student desires to transfer to the school to satisfy the requirements of a specific course in the student's program of study at the school must equate, as determined by the school, to at least the same number of quarter credit hours of that course as specified in the Program Outline for the student's program of study at the school.
- f) The student completed each course represented by credits that the student desires to transfer to the school to satisfy specific course requirements of the student's program of study at the school with at least: (i) a passing grade in the student's program of study at the school, if the credits were earned at an ITT Technical Institute; (ii) a grade of "C" (i.e., 2.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute and the student's program of study at the school is not the associate degree program in Nursing; or (iii) a grade of "B" (i.e., 3.0 on a 4.0 scale), if the credits were earned at a postsecondary educational institution other than an ITT Technical Institute and the student's program of study at the school is the associate degree program in Nursing.
- g) Other institutions of higher education with which the school has established an articulation agreement include the other ITT Technical Institutes across the country and those institutions listed on the ITT Technical Institute website at www.itt-tech.edu/articulation/. Many of the same and other limitations and conditions specified above with respect to credit granted by the school for a student's previous postsecondary education at a different institution will apply to credit granted by a different institution for a student's postsecondary education at the school. As a result, any student considering continuing his or her education at, or transferring to, any institution other than an ITT Technical Institute must not assume that any credits earned in any course taken at the school will be accepted by the receiving institution. The student must contact the registrar of the receiving institution to determine what credits earned at the school, if any, that institution will accept.

2. Previous Experience

Upon the Registrar's receipt of the student's written request, a \$500 processing charge will be due and payable by the student to the school, unless the student's previous experience is based solely on military experience (e.g., a SMART transcript). Following the Registrar's receipt of the student's written request, the school: (a) will add the \$500 processing charge, as applicable, to the amount that is due and payable by the student to the school; and b) may grant the student credit for course(s) in the student's program of study based on the student's previous experience, if the student demonstrates, to the school's satisfaction, that he or she has sufficiently grasped the knowledge and skills offered by the specific course(s) contained in the student's program of study at the school that the student desires credit for previous experience. The student must demonstrate such knowledge and skills by completing a proficiency examination(s) and/or project(s) acceptable to the school for each such course and receiving a grade or score thereon as required by the school. Notwithstanding the foregoing, a student may not receive credit based on the student's previous experience with respect to any course(s) in the student's program of study at the school that the student previously attempted at the school or at any other ITT Technical Institute.

DISABLED APPLICANTS AND STUDENTS

The school is committed to compliance with Section 504 of the Rehabilitation Act of 1973 and its regulations. The school does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. The school Director is designated the school's Student Disability Coordinator and coordinates Section 504 compliance. Applicants or students with a disability (whether physical or intellectual) may request an accommodation by contacting the school Director. The school's facilities are in compliance with federal, state and local laws and regulations, including those related to safety, health and disabilities. Additional information may be obtained from the Student Disability Coordinator.

General Guidelines Regarding Disabilities and Accommodations

The following are General Guidelines. They provide a general description addressing disabilities and accommodations for both applicants and students. These General Guidelines are a resource for students and provide general information about accommodating individuals with disabilities. For purposes of these Guidelines, the terms "student" or "students" collectively refer to both applicants and students.

Please carefully read these General Guidelines, as well as other specific guidelines that may apply. Additional information may be found in more specific guidelines available from the Student Disability Coordinator. Please address any questions or issues to the Student Disability Coordinator who is also the school Director.

Students with disabilities are encouraged to meet with the school's Student Disability Coordinator to learn about accommodation opportunities. The decision to use these services is voluntary and a matter of individual choice.

A. The Student Disability Coordinator

1. The school Director is also this school's Student Disability Coordinator.
2. For all questions, concerns, and issues regarding disability-related and accommodation-related issues please see the Student Disability Coordinator.

3. To provide appropriate accommodations to students with disabilities, the Student Disability Coordinator:
 - a. Serves as a resource to provide information regarding how to obtain accommodations;
 - b. Helps determine the accommodations to be provided to a student, taking into consideration the student's documentation, preferences, available resources, and course requirements; and
 - c. Keeps confidential information regarding a student's disability.

B. The Accommodation Procedure

1. A reasonable accommodation is a modification or adjustment to a program, service, or activity that provides a qualified student with a disability an equal opportunity to participate in the school's programs.
2. Reasonable accommodations are individualized and developed on a case-by-case basis. Identifying an appropriate accommodation requires an exchange of information as part of the interactive process.
3. Eligibility for reasonable accommodations is determined on an individual basis based on documented need.
4. A student's decision about whether to self-identify as a person with a disability is a personal one. Individuals with disabilities are welcome, if they choose, to discuss their concerns with the Student Disability Coordinator. The decision not to self-identify as disabled is understood and respected.
5. Self-disclosure and documentation are required only if a student requests an accommodation.
6. Self-disclosure and the submission of documentation to obtain a reasonable accommodation can be initiated at any time. However, reasonable time should be allowed before the student can expect accommodations to be in place.
7. Students should provide information and documentation at a reasonably early date to allow time for the development and arrangement of reasonable accommodations.
8. Upon admission, incoming students with disabilities are urged to contact the Student Disability Coordinator as soon as possible. Early identification of a student's disability status and accommodation requests can assist the school in arranging to reasonably accommodate that student on a timely basis. The more time the Student Disability Coordinator has to make these arrangements, the easier arranging accommodations can be. If a student has a concern regarding an accommodation, the student may use the Student Complaint/Grievance procedure described in the Appendix to the Student Handbook.
9. Students deemed eligible for and granted an accommodation will be given a Request for Accommodation letter. That letter is prepared by the Student Disability Coordinator and describes the appropriate accommodation. That letter is given to each instructor where an accommodation has been granted. If the student or instructor has additional questions, he/she must contact the Student Disability Coordinator for clarification and/or assistance. A student may

not require an accommodation in every course.

10. It is each student's responsibility to make use of these accommodations. Each student is ultimately responsible for his or her academic success. Each student must take the initiative to use time, facilities, and support services in a productive manner. Each student is responsible for his or her own work and grade in each course.
11. Accommodations cannot be retroactive. Accommodations begin only after appropriate documentation is received and a reasonable time for the development of a reasonable accommodation has been allowed.
12. Accommodations can be made only to known limitations of otherwise qualified students with disabilities.

C. Temporary Disability

1. Students with temporary disabilities are encouraged to contact the Student Disability Coordinator to find out what services are available to them. Examples of temporary disabilities include, for example, a broken arm/leg or a short-term illness or an injury.

D. Additional Sources of Information

1. In addition to these General Guidelines Regarding Disability and Accommodations, additional information can be obtained by contacting the Student Disability Coordinator.

DRESS CODE

While on school property, students must accept individual responsibility for appropriate dress. Certain items of dress are not acceptable due to safety reasons, such as shower clogs, flip-flops, etc. Some programs within the school will require more stringent dress codes for safety and professional reasons.

Students are expected to wear clothing that adequately covers the person and to wear shoes on the school premises. Clothing must not contain printed matter that may be considered vulgar or offensive. More formal attire, as announced, may be required for special events or occasions. Students will maintain their own personal hygiene so as not to be offensive to fellow students and staff.

Each faculty member may set stricter dress and cleanliness requirements related to specific safety and hygiene factors for the particular class and laboratory setting. (Such requirements will be either posted in each classroom and laboratory, or included in the course syllabus given to each student at the beginning of the course.)

Cellular telephones and pagers should be set so they do not interrupt or disrupt regular classroom activities. Students whose telephones or pagers disrupt class may be asked to leave and may be marked absent. Repeated violations may lead to disciplinary action. See also "Telephones" contained herein.

Students violating the dress code will be asked to leave school until they are properly dressed and may be counted absent for the time they are not in class.

EMERGENCIES-PERSONAL

The school and administration should be notified immediately of any illness, accident, or hospitalization affecting any student.

Student messages or telephone calls of an emergency nature received at the school will normally be delivered to the student during class breaks. In such cases, the caller should give the school the student's class schedule so he/she can be more readily located.

The school will not accept student telephone calls, messages and letters of a personal nature. Telephone calls, messages, etc., of a personal nature must be directed to the student's home or cell phone. Office phones are not to be used for personal calls.

Emergency doors are to be used only for emergencies.

FACULTY WORK AREAS

Students are not permitted in the faculty office area or staff lounge unless an instructor escorts them.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ANNUAL NOTIFICATION

The Family Educational Rights and Privacy Act ("FERPA") affords 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 school receives a written request for access.**

Students should submit to the school Director a written request that identifies the record(s) the student wishes to inspect. A school official 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 the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.**

A student may request the school to amend an education record the student believes is inaccurate or misleading. The student must write to the school Director, clearly identify the part of the education record the student wants changed and specify why the education record is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

If the school decides not to amend the education record as requested by the student, the school will notify the student of the decision and advise the student of his or her right to a hearing regarding the student's request for amendment. Additional information regarding the hearing procedures will be provided to the student when the student is notified by the school of his or her 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 the student's consent.**

One exception permits the school to disclose personally identifiable information contained in the student's education records without the student's consent to school officials with legitimate

educational interests. A school official is: a person employed by the school in an administrative supervisory, academic or research, or support staff position; a person or company with whom the school has contracted; a person serving on an advisory board; or a student assisting a 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 responsibility. Upon request, the school discloses education records without student consent to officials of other schools at which the student seeks or intends to enroll or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605

Directory information (as defined below) in a student's education records may be unconditionally released by the school without the student's consent, unless the student specifically requests in writing that such information may not be released. The school requires that any such request by the student must (i) specify what categories of Directory Information are to be withheld and (ii) be delivered to the school Director within 15 days after the student starts class. Any such request must be renewed annually by the student. Directory Information means information contained in a student's education record which would generally not be considered harmful or an invasion of privacy if disclosed. Directory Information includes, but is not limited to, the student's: name; address(es); telephone number(s); electronic mail address(es); photograph; grade level; enrollment status (e.g., full-time or part-time); date and place of birth; program of study; extracurricular activities; credentials, awards and recognition (i.e., honors) received; last school attended; dates of attendance; (i.e., enrollment periods(s), not daily attendance record); and student or user ID number (other than a social security number), but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity which are known or possessed only by the authorized user.

The school has adopted a detailed Family Educational Rights and Privacy Act Policy (AA 9.0), which is available to the student upon request. See also the School Catalog for additional information about FERPA.

FIRE AND EMERGENCY

Fire and Emergency Drills

Periodically, fire and other emergency drills (earthquake, hurricane, etc.) will be conducted at the school in order to familiarize on campus students with fire and emergency procedures. Students are expected to recognize the need for fire and emergency drills and cooperate fully. If you discover a fire or fire hazard, notify an instructor or staff member immediately. Fire alarm stations are located throughout the building and will be activated in the event of a fire. All exits are marked and students are expected to leave the building in a prompt and orderly fashion using these exits. Check the posted exit guide in your classroom or lab. Class will resume following the all-clear signal.

Fire and Emergency Response and Evacuation Procedures

As part of ITT Technical Institute's Fire and Emergency Response and Evacuation Procedures, the school will attempt to immediately contact students and employees via email, phone and other means reasonably designed to inform students about any immediate threat to the health or safety of students or employees occurring on the campus.

In case of fire and/or other emergency, students must follow the directions of school officials. All rooms have exit routes designated on the maps posted in each classroom, office, and restroom. Students must follow directions as given to them by a school-designated official.

NON-DISCRIMINATION AND DIVERSITY

The school is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, religion, color, age, sex, sexual orientation, national origin, disability, gender, genetic information or any other protected status, in employment, educational programs and activities, and admissions. The school also encourages cultural and ethnic diversity in its faculty, staff, and student body.

In accordance with the requirements of Title IX of the Education Amendments of 1972 and their regulations, the school does not discriminate on the basis of sex in the educational programs and activities which it operates, including employment and admissions. The school Director is designated the school's Title IX Coordinator to coordinate Title IX compliance.

ONLINE ASSIGNMENT SUBMISSION

It is important that all assigned activities be submitted by the due date in all courses. Consequently, activities submitted after the due date will not receive full credit in the determination of the student's grade.

For courses scheduled to meet throughout the quarter, activities submitted within one week after the due date will receive a 10% penalty. This means the score entered for the activity will be reduced by 10% when entered into the faculty member's gradebook. A paper submitted up to one week after the scheduled due date that would have otherwise earned a 100% will receive a score of 90%. For courses scheduled to meet only the first half or the second half of the quarter, activities submitted up to three days after the due date should receive a 10% penalty.

For courses scheduled to meet throughout the quarter, activities submitted eight to 14 days late will receive a 20% penalty. A quiz that would have otherwise earned a 75% had it been on time will receive a score of 55%. For courses scheduled to meet only the first half or the second half of the quarter, activities submitted four to seven days after the due date shall receive a 20% penalty.

Any required activities submitted more than 14 days after the due date for courses scheduled throughout the quarter or more than seven days after the due date for courses scheduled to meet only part of the quarter may receive a maximum score of 50%. Faculty members are not required to accept activities submitted more than 14 days after the due date in quarter long courses or more than seven days after the due date for courses schedule to meet only part of a quarter.

Please note that no late work will be accepted after the last day of the 11th week for full quarter classes and the last day of the sixth week of classes for courses meeting only part of the quarter.

Each faculty member teaching an online course reserves the right to waive the penalty if the student has extenuating circumstances, approved in advance by the faculty member, that have led to the submission of

required graded activities after the due date.

ORIENTATION AND ONLINE STUDENT PREPARATION

Campus Locations: All students are encouraged to participate in the school's Orientation Program.

Online Student Preparation: Students entering online courses with ITT Technical Institute for the first time are automatically enrolled in, and are encouraged to complete, the online "Online Student Preparation" program prior to or in conjunction with the first online course of their program. Other students may contact their Program Chair to request access to the "Online Student Preparation" program.

PARKING

There are designated parking spaces for both the school staff and student body. Please use only one space per vehicle. Parking is not allowed in the driveways.

In order to prevent personal injury and property damage, the speed limit in the parking lot and driveways is 5 MPH. Excessive speed and squealing of tires will result in disciplinary action.

Parking spaces for the disabled are marked and any vehicles parked in these spaces without the appropriate disabled designation will be towed at the owner's expense. Visitor parking is permitted in the parking spaces designated for visitors. Students must not park in the visitors parking area. Unauthorized parking may result in the vehicle being towed at the owner's expense and suspension of the individual's on-campus parking privileges.

Parking areas must be kept free of trash. Student assistance and cooperation in this regard is both expected and appreciated.

PERSONAL PROPERTY

The school expressly disclaims all liability and responsibility of every kind and nature whatsoever for any loss, theft, damage, destruction, or other casualty to any personal property of any kind owned by any student, visitor, or other. Students are advised and warned they must personally take full and complete responsibility for safekeeping of all their property on school premises and during any school activities.

The Academic Affairs Department maintains a lost and found. The school will dispose of any items left in the lost and found over 30 days.

RAPE, ACQUAINTANCE RAPE AND OTHER FORCIBLE AND NON-FORCIBLE SEX OFFENSE PREVENTION

ITT Technical Institute is committed to maintaining an environment supportive of its primary educational missions and free of exploitation and intimidation. It will not tolerate sexual assault or other forms of non-consensual sexual activity. This policy is applicable to students, faculty, and staff. The school enforces this policy through internal disciplinary and grievance procedures and encouragement of external prosecution through the appropriate local law enforcement officials.

Sex offenses covered under this policy include any sexual act directed against another person forcibly or against that person's will where the victim is incapable of giving consent due to his/her youth or temporary or permanent mental or physical incapacity.

Victims of sex offenses are encouraged to report the offense as soon as possible after the incident. The school Director can provide information regarding assistance, resources, and options for action available to the victim. In addition, victims of sex offenses are reminded of their right to report the matter directly to local law enforcement officials.

Complaints against enrolled students or school employees will be forwarded to the school Director for resolution. Sanctions may be imposed against students or employees found guilty of sex offenses defined under the policy are varied and include, without limitation, suspension, or termination from the school for students, suspension, or termination of employment for employees and referral of the matter to local law enforcement officials.

The Realities of Rape

In 2000 the U.S. Department of Justice, Bureau of Justice Statistics report on "The Sexual Victimization of College Women" indicated that:

- Vast majority of sexual victimizations occur in the evening after 6:00 PM;
- 60% of completed rapes occurred on campus at the victim's residence;
- 70% of victim's in a attempted rape use physical force against the assailant; and
- 3 in 10 women reported they were injured emotionally or psychologically.

A 2006 National Crime Victimization survey indicated that:

- Estimated 272,350 sexual assaults in 2006 against victims age 12 and older;
- 41.6% of sexual assaults were reported to police over the last five (5) years;
- 73% of sexual assaults were committed by someone known to the victim; and
- Every two (2) minutes another American is sexually assaulted.

What is Date Rape?

Date rape, also known as **acquaintance rape**, is sexual assault- the unlawful, possibly violent sexual behavior that includes unwanted touching of another person's vagina, penis or buttocks, or forced penetration of a genital or anal opening with an object.

Date rape is forced sex, even if the attacker knows the victim and even if the attacker and the victim have had sex before. The force can be verbal or physical. Some acquaintance rapists use emotional coercion as well as physical force. Forcing someone to have sex against his/her will, even if the attacker knows the person, is still rape and it is still a crime.

Victims can be male, female, gay, straight, or bisexual. Regardless of poor communication, mixed signals or body language that contradicts the spoken word, forced sexual conduct or intercourse with a nonconsenting acquaintance is **date rape**, and it is a crime.

Why Does it Happen?

Let's look at sexual stereotyping and how males and females talk to each other.

- Although things are changing, society still frequently encourages men to be competitive and aggressive and teaches women to be passive and avoid confrontation.
- Men say they misunderstand a woman's words and actions—the excuse, “She said no, but meant yes.”
- Some people—men and women alike—still believe that it's okay for a man to demand sex if he takes a woman out or buys her gifts, and that it's not rape if he forces sex on a woman who previously had sex with him or other men.
- Women also feel that if they've previously had sex with a boyfriend who later forces them to have sex against their will, it may not be considered rape.

Preventing Date Rape

As a woman, you can

- be clear with men in your life about what, if any, sexual behavior you are comfortable with and keep talking as you get deeper into a relationship.
- not use alcohol or other drugs—they decrease your ability to take care of yourself and make sensible decisions.
- trust your gut feelings. If a place or the way your date acts makes you nervous or uneasy, leave. Always take enough money for a phone call for help.
- check out a first date or blind date with friends. Meet in and go to public places. Take public transportation or drive your own car.
- leave social events with friends not with someone you just met or don't know well.
- always watch your drink and never leave it unattended. Don't accept beverages from someone you don't know and trust.

As a man, you can

- realize that forcing a woman to have sex against her will is rape, a violent crime with serious consequences.
- accept a woman's decision when she says “no.” Don't see it as a challenge.
- ask yourself how sexual stereotypes affect your attitudes and actions toward women.

- not use alcohol and other drugs—it clouds your judgment and understanding of what another person wants.
- get help if you see men involved in a gang rape.
- understand that if a woman is drunk and you have sex with her against her will, it's still rape.
- seek counseling or a support group to help you if you feel violent or aggressive toward women.

If Date Rape Happens To You

- Remember that rape is rape. You are not to blame. Know that action against the rapist can prevent others from becoming victims.
- Get help immediately. Phone the police, a friend, a rape crisis center, a relative. Don't isolate yourself, don't feel guilty or ashamed, and don't try to ignore it. It is a crime that should be reported.
- Get medical attention as soon as possible. Do not shower, wash, douche, or change your clothes. Valuable evidence could be destroyed.
- Get counseling to help you through the recovery process. Rape is a traumatic experience and trained counselors can make recovery easier and quicker.
- If you think you've been sexually assaulted under the influence of a date rape drug, get medical help immediately. Try not to urinate before providing any urine samples. If possible, collect any containers from which you drank.

Source: National Crime Prevention Council (NCPC): Date Rape at www.ncpc.org.

SAFETY AND SECURITY POLICIES AND CRIME STATISTICS REPORT

The ITT Technical Institute issues, on an annual basis, a Safety and Security Policies and Crime Statistics Report. The information contained in the Report is distributed pursuant to 20 U.S.C. §1092 and 34 C.F.R. §668.41(e).

The Report discloses information about the school's safety and security policies and procedures, and statistics concerning the number of particular crimes reported to the school and local law enforcement agencies as occurring on the school's premises or public property adjacent to the school. The Report serves to inform the school's students, prospective students, employees, and prospective employees of the existence and enforcement of the school's safety and security policies.

The most recent Report is posted at http://info.itt-tech.edu/campus_safety/Pages/default.aspx.

If you do not have access to the Internet, please contact the school Registrar for a printed version of the Report.

SAFETY TIPS

Students can do several things to protect themselves from crime. Many crimes occur only because there is an opportunity for them to happen. For example, most crimes of burglary and theft are random, not calculated. They occur because a window is rolled down, valuables are left in plain sight or a vehicle is left unlocked. The following are some safety tips:

- Walk in well-lit areas;
- Arrange to walk in groups with at least one companion, especially at night;
- Do not carry large sums of cash;
- Avoid less-frequented places when alone, especially at night;
- Be aware how you carry your valuables and don't leave them unattended;
- If a driver stops to ask for directions, do not get too close to the car and risk being pulled in;
- Do not ignore your intuition; if you suspect you are being followed, change direction or go to a public area or group of people; and
- If you are being followed while driving, drive to the nearest police station, fire station or a well-lit, open business where you can safely call the police. Try to get the car's license number and description. If no safe areas are near, honk the horn repeatedly and turn on your emergency flashers.

SCHOOL CLOSING DUE TO INCLEMENT WEATHER

The school will issue announcements to local radio and television stations when classes are canceled and the school closes due to inclement weather. The call letters of such stations will be posted on the student bulletin board. It is the student's responsibility to utilize these sources to ascertain any school closing. If in doubt, call the school. Should the school reschedule a canceled class meeting, all students are expected to attend the rescheduled meeting and are responsible for material covered during the rescheduled meeting. Students unable to attend the rescheduled class meeting must arrange to make up the assigned work with the instructor prior to the rescheduled class meeting.

SEXUAL ASSAULT, SEXUAL HARASSMENT AND OTHER PROHIBITED HARASSMENT (CALIFORNIA)

It continues to be the policy of ITT Technical Institute that sexual assault or harassment of students or applicants for admission in any form is unacceptable conduct which will not be tolerated. Sexual assault is defined in California Education Code Section 94385 to include without limitation, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery or threat of sexual assault. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the school of sexually suggestive objects or pictures, sexually explicit or offensive jokes, physical assault and other verbal, visual or physical conduct of a sexual nature. No student, applicant, faculty member or other employee of ITT Technical Institute shall: (a) sexually assault or harass any student or applicant; or (b) threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's admission, enrollment, grades, studies or educational experience at ITT Technical Institute. Similarly, no faculty member or other employee of ITT Technical Institute shall promise, imply or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Other types of harassment that will not be tolerated include any unwanted or unwelcome words, gestures or actions of a persistent or offensive nature involving any person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status. Harassment of this nature also includes any conduct, whether verbal, visual or physical, relating to or involving a person's race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status that is sufficiently pervasive or severe to: (I) unreasonably interfere with a student's education at the school or a student's admission to a program offered by the school; or (II) create an intimidating, hostile or offensive learning environment for students.

Any student or applicant who feels that he or she is a victim of sexual assault, sexual harassment or other prohibited harassment (including, but not limited to, any of the conduct listed above) by any student, applicant, faculty member or other ITT Technical Institute employee, or visitor or invitee of the school in connection with the educational experience offered by ITT Technical Institute should, as described in the Student Complaint/Grievance Procedure section, bring the matter to the immediate attention of the school Director, at the school in which the student is enrolled at the telephone number specified in this catalog. A student or applicant who is uncomfortable for any reason in bringing such a matter to the attention of the school Director, or who is not satisfied after bringing the matter to the attention of the school Director, should report the matter to the Senior Vice President, Chief Compliance Officer, ITT/ESI, telephone (800) 388-3368. Any questions about this policy or potential sexual assault, sexual harassment or other prohibited harassment should also be brought to the attention of the same persons.

The school encourages students and ITT Technical Institute employees to promptly and accurately report all sexual assaults occurring at any of the school's facilities to the appropriate police agencies. Upon the request of a sexual assault complainant, the school will: (a) transport the complainant to the hospital or contact emergency personnel on behalf of the complainant; (b) refer the complainant to a counseling center or an agency that can make such referral; and (c) notify the police on behalf of the complainant.

ITT Technical Institute will promptly investigate all allegations of sexual assault, sexual harassment or other prohibited harassment in as confidential a manner as the school deems reasonably possible and take appropriate corrective action, if warranted. The school will inform the complainant of the results of the school's investigation. Sexual assault complainants may, in their discretion, pursue their own remedies

against the alleged perpetrator, whether civilly and/or criminally. The school will assist any student with academic difficulties arising as a direct result of a sexual assault on the student by any ITT Technical Institute student or employee occurring at any of the school's facilities.

SOLICITING

In the interest of all students, faculty and staff, no outside solicitation whatsoever is permitted in the classroom or laboratory, regardless of the reason, without the express consent of the school Director.

STUDENT ACTIVITIES

The school encourages student activities that develop individual initiative, group leadership, and cooperation. It is a goal of the school to provide students with the opportunity to participate in activities that relate to vocational objectives, satisfy social needs, provide recreational opportunities, and encourage cultural enrichment. School-related student activities must be sanctioned and supervised by the school. Students should contact the Dean regarding activities in which they would like to participate.

STUDENT BODY DIVERSITY

ITT Technical Institute provides information about Student Body Diversity in the "Disclosure - Student Body Diversity" which can be found in the Appendix attached hereto.

STUDENT COMPLAINT/GRIEVANCE PROCEDURE

Please see the Student Handbook Appendix for information on the school's Student Complaint/Grievance Procedure, and the Enrollment Agreement for information on the Resolution of Disputes procedure, with respect to any complaint or dispute that may arise between a student and the school. The Student Complaint/Grievance Procedure and Resolution of Disputes procedure are also published in the School Catalog, which is posted electronically on the portal at <http://www.itt-tech.edu>, and is also available from your school Director.

STUDENT ENTRY

Students must only enter and exit the school through the designated student entry doors. The lobby entrance is only for the use of guests and visitors.

STUDENT LOUNGE/BREAK AREA

The student lounge/break area is provided for the students' convenience and enjoyment before and after class and during break periods. It is the student's responsibility to keep this area as neat as possible. Please use the trash receptacles to dispose of candy wrappers, drink containers and other refuse. If smoking is permitted in an outside break area, please use the ashtrays to dispose of cigarettes.

Your help in keeping the school neat and clean is expected and appreciated.

STUDENT PORTAL

The Student Portal provides important information about the school and can be accessed at <http://studentportal.itt-tech.edu>.

TELEPHONES

Student messages or telephone calls of an emergency nature received at the school will normally be delivered to the student during class breaks. In such cases, the caller should give the school the student's class schedule so he/she can be more readily located.

The school will not accept student telephone calls, messages and letters of a personal nature. Telephone calls, messages, etc. of a personal nature must be directed to the student's home or cell phone. Office phones are not to be used for personal calls.

Cellular phones should not be used during a class meeting as the call may disturb other members of the class. Cellular telephones and pagers should be set so they do not interrupt or disrupt regular classroom activities. Students whose telephones or pagers disrupt class may be asked to leave and may be marked absent. Repeated violations may lead to disciplinary action.

Office phones are for school use only and may not be used by students without the expressed permission of a staff member.

VACCINATION POLICY

The school recommends that, within the 12 months immediately preceding the start of the student's program of study at the school, the student receive the following vaccinations or immunizations:

- tetanus-diphtheria;
- polio series;
- mumps;
- rubella;
- chickenpox;
- two rubeola;
- varicella;
- hepatitis-A; and
- hepatitis-B.

Certain clinical or practicum experiences that may be part of the student's program of study at the school may require these and/or other vaccinations or immunizations.

Certain states require that students receive specific vaccinations. Any requirements in this regard are detailed in your School Catalog.

VIRTUAL LIBRARY

ITT Technical Institute students have access to the ITT Technical Institute Virtual Library. Students may access the Virtual Library at: <http://library.itt-tech.edu>. Please see the Virtual Library Users Guide for complete information. Students or staff may direct any questions on the Virtual Library to the Corporate Librarian at (317) 875-8748.

VISITORS AND GUESTS

Students must notify the Dean prior to bringing any visitors or guests into the school. All visitors and guests must enter the building through the lobby entrance and are required to sign the guest book. No visitors or guests may tour the facility without being accompanied by a school employee. No visitors or guests may attend a student's class without the prior permission of the instructor and the Dean or the School or Program Chair.

VOTER REGISTRATION

The school encourages eligible students to register and vote. Every September, the school will electronically transmit a message containing a voter registration form acceptable for use in the state in which the institution is located, or an Internet message where such a form can be downloaded. Students are encouraged to check their student e-mail for this message. Also, please see the Dean for information on voter registration.

WEAPONS

The possession or use of firearms, knives (except non-spring pocket knives with blades less than four inches), other weapons, explosives or fireworks of any kind are prohibited on school property and during any school activity, except for law enforcement officers who are required to carry a firearm at all times. Any law enforcement officer who is required to carry a firearm on school premises or during any school activity must notify the school in writing of that requirement and provide a copy of the applicable directive that requires the officer to carry a firearm while on school premises and during school activities.

The school reserves the right to inspect any and all items brought onto the school premises, including any building or parking lot. Except for law-enforcement officers as specified above, possession or use of a firearm, knife (except a non-spring pocket knife with a blade less than four inches), other weapon, explosive or firework on school premises or during any school activity will result in the student's immediate termination from the school.

EDUCATIONAL ASSISTANCE

ABSENCES

In the event of an absence, a student should make every effort to contact his or her instructor. The instructor can provide the student with class assignments and/or inform the student of all the necessary make-up work and time necessary to help the student keep up with his or her courses. Students may also use e-mail to communicate with instructors. Students are encouraged to see their instructor for specific information on make-up work policies.

ASSIGNMENTS

All classroom and laboratory assignments are required to be completed by the student. Any missed assignments, due to absenteeism or otherwise, are required to be made up by the student in accordance with the make-up policy specified in the school Catalog.

EXAMS

Exams must be taken in compliance with school policy.

EXAM MAKE-UP

Students are required to take exams at the regularly scheduled times unless circumstances beyond the student's control prevent it. These circumstances include documented illness, documented business travel or an online student's technological failure. Students are required to reschedule the missed exam as soon as possible. To reschedule an exam, a student must send a written request to his or her instructor. Online students must submit the request through the course management system. Notwithstanding anything above, the decision to allow a student to make up an exam is at the sole discretion of the school and is final and binding on the student.

EXTRA HELP FOR ACADEMICS

Students may receive extra help by making a request to their instructor and/or the School or Program Chair. Extra help sessions will be arranged outside the normal classroom instruction hours to assist the student.

Academic assistance includes, but is not limited to, tutoring and group seminars. Specific course tutoring is provided by the staff, peers and through open lab sessions.

Many of these services are provided on a regularly scheduled basis, while others are by appointment only. Students are encouraged to inquire of their instructor or School or Program Chair. Students may be required to accept special help or attend scheduled assistance sessions as a condition of their continuation in the program.

EXTRA HELP FOR LABORATORY WORK

Students needing additional lab work time to complete assigned lab projects may do so by permission of their instructor or School or Program Chair. Extra help lab sessions are made available outside the normal lab instruction hours.

LEARNING RESOURCE CENTER

The school maintains a Learning Resource Center ("LRC") that includes access to the ITT Technical Institute Virtual Library. The LRC contains reference and reading materials related to the school's academic programs. Hours of operation and available services are posted in the LRC. Students needing access to the LRC during non-scheduled hours should see a School or Program Chair or the Dean. A student is responsible to the school for the replacement cost of any lost or damaged materials the student removes from the LRC. A student's degree or diploma will be withheld by the school until all LRC materials the student removes from the LRC are returned to the school in good condition or the student pays the school the replacement cost of those LRC materials.

SCHEDULE CHANGES AND WITHDRAWALS

Any student desiring to change his or her program of study or class schedule must first obtain permission from the Dean. Such permission is at the discretion of the school. Students who wish to withdraw from a program of study or a course should notify the Dean or School or Program Chair in advance of withdrawal. Students must also contact the school's Director of Finance in the event of any change in

student status.

FINANCIAL ASSISTANCE

BOOKSTORE

The textbooks, tools and supplies required for the program of study are to be furnished to the student or made available for sale the week prior to the upcoming term or on the first day of that term's classes. Students are not obligated to buy any of the required books, tools, or supplies for their program of study from the school, but students are required to possess the requisite books, tools and supplies, whether purchased from the school or elsewhere.

CHECK CASHING POLICY

The cashier's office will not cash any checks and will only accept those checks made out to the school for educational costs.

ENTRANCE AND EXIT COUNSELING

Students are provided individual entrance and exit counseling with respect to financial aid received under the federal student financial aid programs. Information on topics, such as loan options, financial planning, repayment obligations, and deferment/forbearance options, are provided to each student upon entering and leaving school.

FINANCIAL AID ASSISTANCE

School financial aid services are generally available during normal business hours. If a student needs to meet with a financial aid professional during a particular evening and he/she is unavailable, contact the Director of Finance to make other arrangements. See the Director of Finance for additional information.

SMARTFORMS

ITT Technical Institute offers students the use of a web-based program to aid them in completing their financial aid forms such as the FAFSA and Stafford Loan forms. This convenient application enables cosigners and/or parents, who would otherwise be unavailable, to participate in required portions of the financial aid process.

SUSPENSION AND REINSTATEMENT OF ELIGIBILITY FOR FEDERAL STUDENT FINANCIAL AID AS A RESULT OF DRUG-RELATED OFFENSES

Suspension of Eligibility for Federal Student Financial Aid as a Result of Drug-Related Offenses

A student who has been convicted of any offense under any federal or state law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan or work assistance under the federal student financial aid programs during the period beginning on the date of such conviction and ending after the interval specified in the following table:

If convicted of an offense involving:**The possession of a controlled substance:**

First offense
 Second offense
 Third offense

Ineligibility period is:

1 year
 2 years
 Indefinite

The sale of a controlled substance:

First offense
 Second offense

Ineligibility period is:

2 years
 Indefinite

Reinstatement of Eligibility for Federal Student Financial Aid as a result of Drug-Related Offenses

In the event you are notified that your eligibility for federal student financial aid has been suspended as a result of a conviction of an offense under a federal or state law involving the possession or sale of a controlled substance, you may regain your eligibility before the end of the ineligibility period if:

- (a) you satisfactorily complete a drug rehabilitation program that:
 - (i) complies with such criteria prescribed in the U.S. Department of Education's regulations; and
 - (ii) includes two unannounced drug tests;
- (b) you successfully pass two unannounced drug tests conducted by a drug rehabilitation program that complies with such criteria prescribed in the U.S. Department of Education's regulations; or
- (c) the conviction is reversed, set aside or otherwise rendered nugatory.

The term "controlled substance" has the meaning given the term in section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)).

TUITION PAYMENT

Acceptable means of payment are: cash, personal check made out for the exact amount, money order made out for the exact amount and credit card (if accepted).

CAREER SERVICES ASSISTANCE

Today's professional must be well prepared. In order to help students be knowledgeable and marketable as they enter the workforce, ITT Technical Institute provides Career Services designed to help students pursue their career goals.

PROFESSIONAL DEVELOPMENT

Through a series of workshops, seminars, panels and other events Career Services provides information on career development components, such as resume writing, interviewing, professional dress, networking, occupational and industry knowledge, evaluating job offers and salary negotiations. Additionally, Career Services and faculty provide instruction on career search development through the Professional Procedures and Portfolio Development course material.

INDIVIDUAL CAREER SEARCH ADVISING

Students and graduates are encouraged to regularly meet with Career Services staff to receive personalized coaching and advice regarding their career search, and interview preparation.

PRE-GRADUATE EMPLOYMENT ASSISTANCE

The Career Services staff assists students in identifying employment opportunities involving their fields of study while they pursue their programs.

EMPLOYER INTERVIEWS AND HIRING EVENTS

Employer interviews and hiring events may be held at the campus or at other locations to offer students and graduates opportunities to meet with potential employers.

CONNECTING WITH EMPLOYERS

Students may connect with employers during their education through avenues such as:

- Panels, workshops and other professional development events conducted by employers;
- Classroom speakers;
- On/off campus interview sessions;
- Field trips;
- Informational Interviews; and
- Company Information Sessions.

CONTINUING EDUCATION

ITT Technical Institute is a strong proponent of continuing education for graduates. Career Services staff will assist graduating students in exploring continuing education opportunities at ITT Technical Institute.

Note: The school's career services as specified above, are available to students and interested graduates, but the school does not make any promise or representation whatsoever to any student or graduate: (1) that the student or graduate will obtain any employment, whether full-time, part-time, upon graduation, during school, related to his or her education or otherwise; or (2) regarding any career opportunity, position, salary level and/or job title in any employment that the student or graduate may obtain, whether during school or upon graduation. No employment information or career service provided by the school to any student or graduate will be considered by the student or graduate, either expressly or impliedly, as any: (a) guarantee or promise of employment; (b) likelihood of employment; (c) indication of the level of employment or compensation any student or graduate may expect; or (d) indication of the types or job titles of positions for which students or graduates may qualify. Students and graduates are encouraged to not place restrictions on their job search endeavors regarding location, starting salary or specific benefits, as doing so may similarly restrict employment options and opportunities. Any employment that a student

or graduate may obtain with the help of the school's career services will, in all probability and likelihood, be at an entry-level position.

TYPES OF EMPLOYMENT OBTAINED BY GRADUATES

ITT Technical Institute, through its Career Services Department, maintains and can provide information to students and prospective students concerning the types of employment obtained by graduates of its degree programs. Depending on the program of study, ITT Technical Institute graduates have obtained employment in the types of careers listed below. Further, where there have not been graduates of a program of study, future graduates could potentially obtain this type of employment, although we do not represent or guarantee that a graduate will obtain employment or employment in any particular type of position of any program. Note: All programs listed below may not be available at all ITT Technical Institutes.

School of Business

Accounting (Associate's Degree): Accounting Associate; Accounting Clerk; Accounts Payable Clerk; Accounts Receivable Clerk; Bookkeeper; Finance Assistant; and Payroll Clerk.

Accounting (Bachelor's Degree): Accountant; Associate Auditor; Bookkeeper Specialist; Financial Analyst; Junior Staff Accountant; and Staff Accountant.

Business Administration (Associate's Degree): Account Auditor; Account Manager; Administrative Assistant; Customer Service Support; Office Administrator; Purchasing Assistant; and Records Coordinator.

Business Administration (Bachelor's Degree): Account Manager; Business Development Manager; Contract Analyst; Customer Service Representative; Financial Analyst; Inventory Control Manager; Line Leader; and Market Research Analyst.

Business Administration (Master's Degree): Account Manager; Business Analyst; Management Trainee; Manager; Manufacturer's Representative; Supervisor; and Team Leader.

Business Accounting Technology (Associate's Degree): Accounting Technician; Accounts Payable Clerk; Accounts Receivable Clerk; Bookkeeper; Customer Support Technician; Help Desk Support; Payroll Administrator; and Records Coordinator.

Business Accounting Technology (Bachelor's Degree): Accountant; Accounting Clerk; Accounting Technician; Auditor; Bookkeeper; Claims Examiner; Payroll Administrator; and Tax Preparer.

Business Management (Associate's Degree): Assistant Branch Manager; Assistant Manager; Assistant Store Manager; Assistant Supervisor; Marketing Associate; and Sales Representative.

Business Management (Bachelor's Degree): Account Manager; Business Analyst; Management Trainee; Manufacturer's Representative; Sales Representative; and Team Leader.

Project Management and Administration (Bachelor's Degree): Business Analyst; Project Coordinator; Project Manager; and Project Specialist.

School of Criminal Justice

Criminal Justice (Associate's Degree): Communications; Correctional Programs; Criminal Investigations; Criminology; and Security and Policing.

Criminal Justice (Bachelor's Degree): Corrections Officer; Customs Inspector; Police Officer; Private Investigator; Probation Officer; and Security Officer.

Criminal Justice-Cyber Security (Bachelor's Degree): Business; Financial Services; Government; Insurance; Security; and Systems Security.

Criminology and Forensic Technology (Associate's Degree): Corrections Officer; Crime Scene Investigator; Crime Scene Technician; Detention Officer; Loss Prevention Specialist; and Private Investigator.

Paralegal (Associate's Degree): Legal Assistant; and Paralegal.

Paralegal Studies (Associate's Degree): Contracts Administrator; Legal Assistant; Paralegal; and Real Estate Paralegal.

School of Drafting and Design

Computer Drafting and Design (Associate's Degree): Building Information Modeler; Civil Drafter; Construction Drafter; Illustrator; Landscape Drafter; Mechanical Drafter; and Structural Detailer.

Construction Management (Bachelor's Degree): Assistant Scheduler; Construction Business Manager; Construction Cost Estimator; Construction Modeler; Construction Specialist; and Field Engineer.

Construction Technology (Associate's Degree): Compliance Assistant; Construction Site Representative; Estimator; Safety Coordinator; and Scheduling Assistant.

Digital Entertainment and Game Design (Bachelor's Degree): 3-D Animator; 3-D Artist; Flash Developer; Graphic Designer; and Simulation Developer.

Drafting and Design Technology (Associate's Degree): CAD Designer; CAD Operator; Civil Drafter; Computer-Aided Design Technician; Design Drafter; Drafter; Draftsman; and Mechanical Drafter.

Graphic Communications and Design (Associate's Degree): Digital Media Designer; Graphic Designer; Multimedia Animator; Multimedia Designer; and Web Designer.

Industrial Engineering Technology (Associate's Degree): Engineering Technician; Industrial Engineering Technician; Industrial Technician; Manufacturing Technician; Quality Technician; and Test Technician.

Visual Communications (Associate's Degree): Computer Graphics Technician; Interactive Media Designer; Multimedia Technician; and Production Artist.

Web Design (Associate's Degree): Web Applications Developer; Web Designer; Web Developer; Web Programmer; and Webmaster.

Web Design Technology (Associate's Degree): Web Applications Developer; Web Designer; Web Developer; Web Programmer; and Webmaster.

School of Electronics Technology

Computer and Electronics Engineering Technology (Associate's Degree): Assembler; Computer Hardware Technician; Digital Electronic Technician; Development Engineering Technician; Electronics Support Technician; Field Service Representative; Mechanical Calibration Technician; Network Maintenance Technician; Production Technician; Quality Assurance Technician; RF Technician; and Test Technician.

Computer Electronics Technology (Associate's Degree): Assembler; Computer Hardware Technician; Digital Electronic Technician; Development Engineering Technician; Electronics Support Technician; Field Service Representative; Mechanical Calibration Technician; Network Maintenance Technician; Production Technician; Quality Assurance Technician; RF Technician; and Test Technician.

Electrical Engineering Technology (Associate's Degree): Associate Engineer; Biomedical Equipment Technician; Electrical and Instrument Technician; Electrical Engineering Technician; Electronics Technician; Engineering Technician; Service Technician, and Telecommunications Technician.

Electronics and Communications Engineering Technology (Bachelor's Degree): Communication Systems Installer; Computer Systems Technologist; Electronics Engineering Technologist; Engineering Sales/Service Representative; Engineering Technician; Field Service Representative; Industrial Systems Technologist; Research Technician; Technical Consultant; and Telecommunications Technician.

Electrical Engineering and Communications Technology (Bachelor's Degree): Applications Engineer; Associate Engineer; Biomedical Equipment Technician; Bench Technician; Communications Technician; Electronics Technician; Engineering Technician; and Field Service Engineer.

School of Health Sciences

Health Information Technology (Associate's Degree): Health Data Analyst; Health Information Technician; Health Record Analyst; Medical Records Technician; Patient Information Coordinator; Registry Specialist; Release of Information Specialist; and Reimbursement Specialist.

Medical Assisting and Administration (Associate's Degree): Clinical Medical Assistant; Medical Administrative Assistant; Medical Assistant; Medical Office Assistant; and Medical Office Insurance Specialist.

Nursing (Associate's Degree): Extended Care Nurse; Geriatric Care Nurse; Home Health Nurse; Labor and Delivery Nurse; Psychiatric Nurse; Rehabilitation Nurse; and Staff Nurse (Hospital, Clinic or Physician's Office.)

Nursing (Bachelor's Degree): Adult Intensive Care Nurse; Extended Care Nurse; Health Educator; Home Health Nurse; Labor and Delivery Nurse; Psychiatric Nurse; and Staff Nurse.

School of Information Technology

Computer Forensics (Associate's Degree): Computer Forensics Specialists; Cyber-Squad Professionals and Technicians; Forensic Laboratory Technicians; Security Administrators; and Security Telecommunications Technicians.

Information Systems Administration (Associate's Degree): Computer Security Specialist; Computer Support Specialist; Network Administrator; Operations Manager; and Technical Support Specialist.

Information Systems and Cybersecurity (Bachelor's Degree): IT Specialist; Network Administrator; Network Engineer; Network Security Analyst; Network Support Analyst; Security Analyst; Systems Administrator; Systems Engineer; Systems Support Technician; Technical Support Analyst; and Technician.

Information Systems Security (Bachelor's Degree): IT Specialist; Network Administrator; Network Engineer; Network Security Analyst; Network Support Analyst; Security Analyst; Systems Administrator; Systems Engineer; Systems Support Technician; Technical Support Analyst; and Technician.

Information Technology-Computer Network Systems (Associate's Degree): Computer Network Technician; Desktop Support Technician; Help Desk Analyst; IT Assistant; Network User-Support Specialist; PC Technician; System Administrator; Web Server Administrator; and Windows Administrator.

Information Technology-Software Applications and Programming (Associate's Degree): C++ Programmer; Data Analyst; Database Administrator; Junior Web Designer; Lead Web Developer; Programmer Librarian; Software Quality Analyst; and Systems Support Specialist.

Information Technology-Web Development (Associate's Degree): Database Technician; HTML Programmer; Web Application Developer; Web Programmer; and Website Designer.

Mobile Communications and Technology (Associate's Degree): Applications Development Technician, Applications Support Specialist; Data Center Technician; Development Engineering Technician; Exchange System Administrator; Field Technician/Field Service Specialist; Help Desk Analyst; Mobile Devices Support Consultant; Mobile Client Support Specialist; Mobile Server Support Specialist; QA Technician; and Wireless Technician.

Network Systems Administration (Associate's Degree): Information Technology Specialist; Local Area Network Administrator; Network Administrator; Network Analyst; Network Specialist; Network Technician; Systems Administrator; Systems Specialist; Systems Technician; and Telecommunications Technician.

Project Management (Bachelor's Degree): Project Coordinator; Project Manager; Project Resource Coordinator; Project Scheduler; and Project Team Member.

Software Applications Development (Bachelor's Degree): IT Programmer; Software Administrator; Software Applications Developer; Software Applications Engineer; Software Development Engineer; Software Developer; and Software Engineer.

Software Development (Associate's Degree): Database Programmer; Developer; Software Tester; Support Specialist; Systems Analyst; and Web Developer.

Software Development (Bachelor's Degree): Application Developer; Programmer; Software Engineer; Systems Administrator; Systems Analyst; and Web Developer.

Software Development Technology (Associate's Degree): Application Development; Associate Software Engineer; Database Programmer; Developer; Help Desk Support; and IT Assistant.

For additional information, see the Director of Career Services.

NOTE:

School of Study and Program: Not every campus has every school of study or offers all of the programs within a particular school of study. Please refer to the particular ITT Technical Institute campus' School Catalog for details on the schools of study at that campus.

Bachelor's Degree Programs: Bachelor's degree programs are not offered at every ITT Technical Institute campus, and not every ITT Technical Institute campus that offers Bachelor's degree programs offers every Bachelor's degree program. See the specific ITT Technical Institute campus' School Catalog for a complete list of programs offered at that campus.

TYPES OF GRADUATE AND PROFESSIONAL EDUCATION PURSUED BY GRADUATES OF BACHELOR'S DEGREE PROGRAMS.

The Career Services Department makes available to students and prospective students upon request information concerning the types of graduate and professional education pursued by graduates of bachelor's degree programs.

EXTRA-CURRICULAR ACTIVITIES**ACADEMIC CLUBS**

Please see a School or Program Chair for a current list of student professional organizations sponsored by the school.

SPORTS AND SOCIAL EVENTS

These activities are generally student lead and, where applicable, organized by the Student Council, which plans events that would interest the maximum number of students. Students are encouraged to work with the Student Council if they have a hobby, special interest or sport that they would like incorporated into the extra-curricular activity program. If your school does not have a Student Council, contact the School Dean.

Appendices

Program of Study Information

Completion and Retention Rate Disclosure

Student Body Diversity

Student Complaint/Grievance Procedure

Nursing Program (where applicable) *

Health Information Technology Program (where applicable) *

Wisconsin Department of Health and Family Services Disclosures (Wisconsin Only)

* Not every campus has every school of study or offers all of the programs within a particular school of study. Please refer to the particular ITT Technical Institute campus' school catalog for details on the schools of study at that campus.

APPENDIX**PROGRAM OF STUDY INFORMATION**
ITT Technical Institute

Go to <http://programinfo.itt-tech.edu/> to access information on the programs of study offered at the ITT Technical Institutes, including, among other things: the occupations that each Program can help students prepare to enter; the on-time graduation rate for each Program; the costs associated with each Program; the placement rate for students who completed each Program; and the median loan debt incurred by students who completed each Program.

APPENDIX

COMPLETION AND RETENTION RATE DISCLOSURE

ITT TECHNICAL INSTITUTE

Main Campus: 13518 E. Indiana Avenue, Spokane Valley, WA 99216

Additional Location(s): 1615 75th Street SW, Suite 220, Everett, WA 98203
12720 Gateway Drive, Suite 100, Seattle, WA 98168

Completion Rate:

The entire institution (i.e., a combination of the ITT Technical Institute main campus and all of its additional locations as specified above) has a completion rate of 34.44 %, as determined in accordance with 34 CFR Section 668.45 (the "Completion Rate").

The diversity of the student body of the institution represented in the Completion Rate is as follows:

- (a) Gender:
- | | | |
|------|--------------|----------|
| (i) | <u>73.89</u> | % Male |
| (ii) | <u>21.11</u> | % Female |
- (b) Racial and Ethnic Subgroup:
- | | | |
|--------|--------------|--|
| (i) | <u>N/A</u> | % Nonresident Alien |
| (ii) | <u>21.11</u> | % Race and Ethnicity Unknown |
| (iii) | <u>6.67</u> | % Hispanics of Any Race |
| (iv) | <u>1.67</u> | % American Indian or Alaska Native (non-Hispanic) |
| (v) | <u>6.11</u> | % Asian (non-Hispanic) |
| (vi) | <u>6.11</u> | % Black or African American (non-Hispanic) |
| (vii) | <u>0.00</u> | % Native Hawaiian or Other Pacific Islander (non-Hispanic) |
| (viii) | <u>58.33</u> | % White (non-Hispanic) |
| (ix) | <u>0.00</u> | % Two or More Races (non-Hispanic) |
- (c) 61.11 % received a Federal Pell Grant ("FPG") for the Fall quarter of 2008
- (d) 31.11 % received a loan under the Federal Family Education Loan (the "FFEL") Program or the Federal Direct Loan (the "FDL") Program, other than an Unsubsidized Stafford Loan under either program, and did not receive a FPG for the Fall quarter of 2008
- (e) 7.78 % received neither a FPG nor a loan under either the FFEL Program or FDL Program for the Fall quarter of 2008, other than an Unsubsidized Stafford Loan under either program

The completion rate represents the percentage of the total number of Full-Time Students (as defined below) who (a) started any program of study in the Fall quarter of 2008 at the main campus or any additional location of the institution, (b) were still attending a program of study at the main campus or any additional location of the institution on October 15, 2008 and (c) completed a program by the end of the 12-month period ending August 31 during which 150% of the normal time for completion of their program has lapsed (the "150% Completion Period").

Retention Rate:

The entire institution has a retention rate of N/A% for Full-Time Students and N/A% for Part-Time Students (as defined below) as determined in accordance with the following formula (the "Retention Rate").

The retention rate represents a measure of the rate at which Full-Time Students or Part-Time Students persist in their programs of study at the institution expressed as a percentage of the total number of Full-Time Students or Part-Time Students who (a) started any bachelor degree program of study in the Fall quarter of 2013 at the main campus or any additional location of the institution and (b) were still attending a program of study at the main campus or any additional location of the institution on both October 15, 2013 and October 15, 2014 (the "Retention Period").

Definitions:

"Students" are defined as only those students who satisfy all of the following criteria:

- (a) certificate, diploma or degree seeking;
- (b) undergraduate;
- (c) first-time (i.e., entering students who have never previously attended any institution of higher education); and
- (d) do not during the 150% Completion Period for purposes of the Completion Rate or during the Retention Period for purposes of the Retention Rate:
 - (i) leave school to serve in the Armed Forces;
 - (ii) leave school to serve on an official church mission;
 - (iii) leave school to serve with a foreign aid service of the U.S. Government;
 - (iv) die; or
 - (v) become totally and permanently disabled.

"Full-Time Students" are defined as Students who carry a full-time academic workload during an academic quarter, as determined by the institution under a standard applicable to all Students and which is at least 12 quarter credit hours.

"Part-Time Students" are defined as Students who carry a part-time academic workload during an academic quarter, as determined by the institution under a standard applicable to all Students and which is less than 12 quarter credit hours.

APPENDIX
STUDENT BODY DIVERSITY
ITT TECHNICAL INSTITUTE

Main Campus: 13518 E. Indiana Avenue, Spokane Valley, WA 99216

Additional Locations: 1615 75th Street SW, Suite 220, Everett, WA 98203
12720 Gateway Drive, Suite 100, Seattle, WA 98168

The student body diversity at the entire institution (i.e., a combination of the ITT Technical Institute main campus and all of its additional locations as specified above) for Students (as defined below) who (a) started any program of study in the Fall quarter of 2014 at the main campus or any additional location of the institution and (b) were still attending a program of study at the main campus or any additional location of the institution on October 15, 2014 was as follows:

84.72% Male

15.28% Female

75.69% Received a Pell Grant

93.75% Were Self-Identified Members of a Major Racial or Ethnic Group

“Students” are defined as only those students who satisfy all of the following criteria:

- (a) full-time (i.e., students who carry a full-time academic workload as determined by the institution under a standard applicable to all students and which is at least 12 quarter credit hours);
- (b) certificate, diploma or degree seeking;
- (c) undergraduate; and
- (d) first-time (i.e., entering students who have never previously attended any institution of higher education).

Appendix

Student Complaint/Grievance Procedure

ITT TECHNICAL INSTITUTE

Student Complaint/Grievance Procedure

STATEMENT OF INTENT:

To afford full consideration to student complaints concerning any aspect of the programs, facilities or other services offered by or associated with ITT Technical Institute. This complaint procedure is intended to provide a formal framework within which such complaints may be resolved. This procedure is not, however, a substitute for other available informal means of resolving complaints or other problems.

Students are encouraged to communicate their concerns fully and frankly to members of the school faculty and administration. Reasonable measures will be undertaken to preserve the confidentiality of information that is reported during the investigation and to protect persons who report information from retaliation.

PROCEDURE: All student complaints will be handled in the following manner:

STEP ONE - Contact School Director

1. A student must present to the school Director any complaint relating to any: (a) aspect of the programs, facilities or other services provided by the school; (b) action or alleged misrepresentation by an employee or representative of the school; (c) discrimination or harassment based on race, religion, color, age, sex, sexual orientation, national origin, disability, gender or any other protected status by any student, applicant, faculty member or other school employee, or visitor or invitee of the school; and (d) school activity. The complaint may be oral or written. The school Director will promptly acknowledge receipt of the complaint.
2. The school Director will meet with the student to discuss and respond to the complaint. The school Director's response may be oral or written and will address the specific complaint and indicate what, if any, corrective action has been proposed or accomplished.
3. Within three (3) school days of any such discussion, the school Director will prepare a written summary of the discussion, including any agreed upon or proposed solution of the student's complaint. The school Director will take the necessary steps to ensure that any agreed upon solution or other appropriate action is taken.

STEP TWO - Appeal to ITT Educational Services, Inc. ("ITT/ESI")

1. If a complaint is not resolved to the student's satisfaction, the student will, as soon as possible after the student's discussion with the school Director, submit the complaint on a Student Complaint Summary form to the Student Relations Specialist, ITT/ESI, 13000 North Meridian Street, Carmel, Indiana 46032-1404, telephone (800) 388-3368.
2. Within ten (10) days after receipt of the student's written letter of complaint, the Student Relations Specialist, ITT/ESI, or designee will reply to the student in writing, specifying what action, if any, ITT/ESI will undertake.

STEP THREE - Contact the State

If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Washington Student Achievement Council and/or the Washington State Office of the Attorney General. The State Board address is 917 Lakeridge Way SW, PO Box 43430, Olympia, WA 98504, telephone 360-753-7869, Web site address www.wsac.wa.gov. The student must contact the State Board for further details. The Washington State Office of the Attorney General is located at 800 5th Avenue, Suite 2000, Seattle, WA 98104, telephone (206) 464-6684, Web site address <http://www.atg.wa.gov/>.

STEP FOUR - Contact the Accrediting Council

If the complaint has not been resolved by ITT/ESI to the satisfaction of the student, the complaint may also be referred to the Accrediting Council for Independent Colleges and Schools, 750 First Street, NE, Suite 980, Washington, DC 20002-4241, telephone (202) 336-6780.

I have been given a copy of the ITT/ESI Student Complaint/Grievance Procedure. I have read and understand my rights and responsibilities under it. I understand that if I have a complaint, I should use the procedure outlined above.

Signature

Date

Print Name

Class Number

COMP 28 REV. 06/15 WASHINGTON

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