(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. Adam Whitacre, Director of Student Finance/Student Finance Supervisor, is the on-site administrator responsible for financial aid. Mr. Whitacre has a bachelor's degree in Communication from the University of Colorado and has been working in student finance for 10 years, 5 of which are in his current 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).

Mr. Whitacre is a member of the National Association of Student Financial Aid Administrators (NASFA). Mr. Whitacre receives regular updates from NASFA regarding changes in policy and regulations with financial aid, which he communicates to his employees. Alta, the parent company, provides weekly training sessions for all employees within the financial aid 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. The campus offers structured tutoring for all students. Student success workshops are available to students and cover a wide variety of topics including time management, study skills, and navigating the learning management system. Every new student is assigned a success coach who is responsible for providing academic advising and support for the first three terms.

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. Cassandra Nicholl, Director of Career Services, is responsible for the oversight of counseling students on employment opportunities. Ms. Nicholl has a bachelor's degree in Sport Science from the University of Idaho and has been working in career services at the campus since 2009. She was brought into her current role in 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 2144. The ending enrollment reported on the previous year’s CAR is 2144.

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.

When the campus determines a student is leaving, the student finance advisors contact the student to discuss repayment with their loan obligations. In addition, former students receive an email from the campus explaining their repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable).

The campus has a social media site called “In Circle” for current students and alumni where they can network and communicate with each other. Current students can create learning groups to support each other in their learning.

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

☐ Yes    ☑ No

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. Aimee Callahan, the academic dean, is assigned to oversee the educational activities of all programs. She holds a bachelor's degree in Theatre, a master's degree in Communication, a master's degree in Education, and an Ed.D. degree in Adult Education—all from the University of Wyoming. She was named academic dean at this institution in January 2013.

5.03 Does this person have appropriate academic or experiential qualifications?

☑ Yes    ☐ No
5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The team verified that the administration and program chairs have sufficient authority and support in decision-making for the development and administration of programs. Each program chair participates in an annual curriculum review and program assessment. When areas of need are identified, there are systems in place for communication of recommendations and approval.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☐ Yes  ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☐ Yes  ☐ No

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

(a) Development of the educational program.
☐ Yes  ☐ No

(b) Selection of course materials, instructional equipment and other educational resources.
☐ Yes  ☐ No

(c) Systematic evaluation and revision of the curriculum.
☐ Yes  ☐ No

(d) Assessment of student learning outcomes.
☐ Yes  ☐ No

(e) Planning for institutional effectiveness.
☐ Yes  ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☐ Yes  ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes  ☐ No (Skip to question 5.10)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes  ☐ No (Skip to question 5.14)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☐ Yes  ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☐ Yes  ☐ No

5.16 What provisions are made for individual differences among students?

Each student is assigned an academic advisor to whom the student can go for individual issues. There are also faculty and peer tutors available, as well as subject-matter coaches. Students can pay to take an opt-out exam for most first- and second-year courses. Students passing the exam receive course credit, but the grade does not affect the student's GPA.

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

The team was able to verify a system is in place for curriculum assessment, evaluation, and revision. The program chairs meet with the academic dean at least once per quarter to review the curriculum and make changes if needed.

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 5.22)
(a) Facilities.
[ ] Yes [ ] No
(b) Instructional equipment.
[ ] Yes [ ] No
(c) Resources.
[ ] Yes [ ] No
(d) Personnel.
[ ] Yes [ ] No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
[ ] Yes [ ] No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
[ ] Yes [ ] No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
[ ] Yes [ ] No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
[ ] Yes [ ] No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
[ ] Yes [ ] No [ ] Not Applicable (no faculty members hold foreign credentials)

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

5.29 Are 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

The campus provided both 2013 and 2014 development plans. The 2014 plans held plans but little documentation since the year is so new. The 2013 plans did contain documentation of the implementation of the plans.

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

5.33 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

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

☐ Yes ☐ No

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

☐ Yes ☐ No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

5.40 Do the program's general education courses meet Council standards?

☐ Yes ☐ No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

☐ Yes ☐ No

6. EDUCATIONAL FACILITIES

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

Westwood College online is 100% instruction online. Students access their online courses via MyPath (Blackboard) and have access to their courses, and Student Resources including the Library, online Tutoring Center, and other resources. Administrative offices and other space is located on the second floor of a two-story building located in a commercial district. This space includes 43,000 square feet to support the online administrative support and administrative staff. There is ample parking and the building is handicap accessible.

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 catalog used during the evaluation visit is the 2014 Academic Catalog Westwood College - Online, Volume 6 - No.1, Revised September 2013. With addendums dated 01/22/2014, 2/4/2014, 2/7/2014 and an additional addendum that will be effective 3/19/2014.

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)

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

Section 3.1.701 and Appendix C: The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript. The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P)/no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ), although neither are explained in the catalog. On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog.

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.
\[\begin{array}{ccc}
\text{Yes} & \square & \text{No} & \square & \text{Not Applicable (there are no additional costs and fees)}
\end{array}\]

7.07 Does the catalog contain an addendum/supplement?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No (Skip to Question 7.08.)}
\end{array}\]

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No}
\end{array}\]

(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)?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No}
\end{array}\]

(c) Do students receive a copy of the addendum/supplement with the catalog?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No}
\end{array}\]

7.08 Is the catalog available online?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No (Skip to Question 7.09.)}
\end{array}\]

If Yes, does it match the hard copy version?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No}
\end{array}\]

7.09 Does the campus utilize a multiple-school catalog?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No (Skip to Question 7.10.)}
\end{array}\]

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No}
\end{array}\]

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No}
\end{array}\]

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises online through their website, through direct mailers, flyers, newspapers and television.

Are all print and electronic advertisements under acceptable headings?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No}
\end{array}\]

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No (Skip to Question 7.14.)}
\end{array}\]

7.14 Does the campus utilize services funded by third parties?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No (Skip to Question 7.15.)}
\end{array}\]

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No}
\end{array}\]

7.16 Is the phrase “for those who qualify” properly referenced in all advertising that mentions financial aid?
\[\begin{array}{cc}
\square & \text{Yes} & \square & \text{No} & \square & \text{Not Applicable (campus does not participate in financial aid)}
\end{array}\]

7.17 What institutional performance information does the campus routinely provide to the public?
The institutional performance information that the campus provides to the public includes information on college completion and graduation rates and placement rates.

Where is this information published and how frequently is this information being updated?
This information is published online and was updated for the 2012-2013 CAR.
7.18 Does the catalog have a separate section describing the describes the following:

- Program requirements  
  - Yes ☐  
  - No ☑
- Admission procedures  
  - Yes ☐  
  - No ☑
- Transfer policies  
  - Yes ☐  
  - No ☑
- Graduation requirements  
  - Yes ☐  
  - No ☑
- Regulations  
  - Yes ☐  
  - No ☑
- Course descriptions  
  - Yes ☐  
  - No ☑

COMMENDATIONS:
Commendations are given for the website [www.westwoodcollegesuccess.com](http://www.westwoodcollegesuccess.com) and the booklet that was created for student success stories and videos that tell the story of graduates who have transformed their lives, families, and futures at Westwood.

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?

Faculty members report that they can recommend any new databases to add to the campus holdings. The team reviewed e-mails from faculty requesting resources. All holdings are electronic—with no hard copies of any resources. 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 $21,065.

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

A total of $5,425 (26%) has been spent thus far—almost all on electronic databases.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
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 confirmed that most courses require projects that require student usage of library resources. This was confirmed by a review of course syllabi.

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

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

The databases are organized online by subject area.

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 library includes several EBSCO databases, LexisNexis, and Proquest. The campus has recently dropped five databases, including EBSCO Academic Search Premier, which is critically useful for the MBA students.

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 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. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 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

If No, insert the section number in parentheses and explain:
Since this is a completely electronic library, all resources are available all of the time.

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

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

8.35 Who is the on-site librarian, what are this person’s qualifications, and what are his or her hours on-site?

Ms. Denise Lord is the on-site librarian. She holds a master’s degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 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

8.36 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

8.37 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)

8.38 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
- Yes
- No

8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?
- Yes
- No

8.40 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?
- Yes
- No

8.41 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
- Yes
- No

8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
- Yes
- No

8.43 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
- Yes
- No

8.44 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level?

9. PROGRAM EVALUATION

Bachelor's Degree in Business Administration: Major in Management
Bachelor's Degree in Business Administration: Major in Human Resource Management
Bachelor's Degree in Business Administration: Major in Marketing Management
Bachelor's Degree in Business Administration: Major in Project Management
Bachelor's Degree in Business Administration: Major in Accounting
Bachelor's Degree in Business Administration: Major in Healthcare Management
Bachelor's Degree in Business Administration: Major in Fashion Merchandising
Academic Associate's Degree in Business Administration
Master's Degree in Business 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. Jennifer Datt is the program chair for business. She has been in this position since May 2010. She holds a Master's of Business Administration degree from Westwood College Online, a master's degree in Legal Studies from Texas State University, and a bachelor's degree in Journalism.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☑ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☑ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs <= 1 year in length)?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☑ Yes ☐ No

If No, insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
Improvement plans were on file for the retention percentages of the bachelor's major in Human Resource Management and the major in Project Management and for the placement rate for the bachelor's major in Healthcare Management.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Program advisory committee meeting minutes were reviewed, as was documentation of two guest speakers within the past year. During a telephone faculty meeting, faculty gave other examples of the use of community resources.

9.08 Is the utilization of community resources sufficient to enrich the program?
☑ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☑ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☑ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☑ Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

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

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

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☒ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were attempted:
Bachelor's Degree in Business Administration: Major in Management: 6
Bachelor's Degree in Business Administration: Major in Marketing Management: 5
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration: 4

How many calls to employers or graduates were successful?

The following numbers of calls were successful:

Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 3
Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration: 3

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

The following numbers of calls confirmed employment as stated on the CAR:

Bachelor's Degree in Business Administration: Major in Management: 2
Bachelor's Degree in Business Administration: Major in Marketing Management: 2
Bachelor's Degree in Business Administration: Major in Accounting: 2
Bachelor's Degree in Business Administration: Major in Healthcare Management: 0
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 1
Academic Associate's Degree in Business Administration: 3
Master's Degree in Business Administration: 3

If No, insert “Section 3-1-303(a)” in parentheses and explain:

Section 3-1-303(a): The following 3 placements could not be verified:

(b)(6)

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

☐ Yes  ☒ No  ☐ Not Applicable

If No, insert “Section 3-1-303(a)” in parentheses and explain:

(Section 3-1-303(a)): Documentation on file could not be verify graduates classified on the CAR as “not available for placement.” Ms. Tiffany Anderson, graduate (May 2013) from the Associate of Business Administration program, has a Career Services Graduation Packet that lists contact information, additional contact information (relatives) and professional interest information. In the professional interest information section of the front page, Ms. Anderson lists the following information that may be helpful to assist the school in her job search:

“Now that I’ve received my Associate’s Degree, I am currently furthering my education at the University of North Texas at Dallas to get my Bachelor’s. Although I would love to venture into marketing, I’ve hit a point where I’m undecided in the direction I wanted to go with my schooling. In the meantime, I would like to find a quality paying job that is part time and willing to work around my school schedule.”

On page 2 of this document, there is an electronic signature from the student, dated for September 26, 2013.

There is an additional form titled, ‘Employment Information,’ on this graduation form, there is a question checked by the student, “I am unable to work at this time due to the following reason: (check one)

The student has checked Continuing Education
Continuing School: University of North Texas at Dallas
Program: Business
Start Date: August 27, 2013
Additionally in the Graduation Packet, there is a Career Services Graduate File Review Form, that states, "we are familiar with the regulatory agency’s policies regarding employment status coding, documentation required to substantiate coding, as well as verification of employment." This document was signed by the VP, Student and Academic Services and the Manager of Career Services.

While the team was onsite, the Manager of Career Services, provided a wav file with a conversation with that was placed on February 7, 2014 from a Career Service Advisor to Ms. Tiffany Anderson, however, a telephone conversation with the student does not provide the type of written documentation needed to support the continuing education waiver.

9.21 Does the campus participate in Title IV financial aid?
☑ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☑ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☑ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

Faculty gradebooks online were reviewed that documented assessment of out-of-class work.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☑ Yes ☐ No
(b) Instructional equipment.
☑ Yes ☐ No
(c) Resources.
☑ Yes ☐ No
(d) Personnel.
☑ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☑ Yes ☐ No
(b) Well-defined instructional objectives.
☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
☑ Yes ☐ No
(f) The use of appropriate experiences.
☑ Yes ☐ No

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
- Yes ☑️
- No ☐

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
- Yes ☑️
- No ☐
- Not Applicable (no students in the second year)

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

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
- Yes ☑️
- No ☐

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

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

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

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

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
- Yes ☑️
- No ☐

9.49 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?
- Yes ☑️
- No ☐

9.50 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?
Dr. Omar Parks, program chair since November 2013, oversees the master's in Business Administration program. Dr. Parks holds a doctoral degree in Business Administration from Argosy University, a master's degree in Adult Education and Distance Learning from the University of Phoenix, and a bachelor's degree in Theatre and Dance from the University of Wyoming. He has 11 years combined experience in education as an administrator, dean, and instructor. Dr. Park's position is 100% administrative. His academic and professional experiences qualify him to chair the program.

9.51 Does this person have appropriate academic or experiential qualifications?
- Yes ☑️
- No ☐

9.52 Is the time devoted to the administration of the educational programs sufficient?
- Yes ☑️
- No ☐
9.53 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

☐ Yes  ☐ No

9.54 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

9.59 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

Graduate faculty are encouraged to engage in scholarly research including attending conferences to present proceedings and to publish findings and articles in academic journals verified by expectations listed in job descriptions, items on professional development plans and documentation of activities, vitaes of current faculty, and discussions with administrators.

9. PROGRAM EVALUATION

Bachelor of Science in Interior Design

Associates in Computer Aided Design/Architectural Drafting

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 Dahl, is the Program Chair and is assigned to administer the academic duties associated with the Computer-Aided Design and Interior Design programs. He holds an Associates and Bachelor's of Fine Arts in Industrial and Interior Design from Rochester Institute of Technology, a Master's in Theatre History from The University of Albany and a Masters of Fine Arts in Theatre from the University of Massachusetts. Mr. Dahl has been with Westwood College since 2006, he currently teaches two of the on-line courses. Prior to starting at Westwood College, Mr. Dahl worked at several firms that specialized in design and project management of theatres, commercial interiors, and exhibits.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes  ☐ No
9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes  ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes  ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend on-line. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes  ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☐ Yes  ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes  ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes  ☐ No  (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes  ☐ No

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

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

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
- Yes □ No □ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
- Yes □ No □ Not Applicable (Additional Location Inclusion OR clock hour program)

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes □ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes □ No □ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate’s degree program in Computer Aided Design/Architectural Drafting: (5)
Bachelor’s degree program in Interior Design: (5)

How many calls to employers or graduates were successful?
Academic associate’s degree program in Computer Aided Design/Architectural Drafting: (3)
Bachelor’s degree program in Interior Design: (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.
Academic associate’s degree program in Computer Aided Design/Architectural Drafting: (3)
Bachelor’s degree program in Interior Design: (3)

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

9.21 Does the campus participate in Title IV financial aid?
- Yes □ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes □ No □ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities. ☑ Yes ☐ No
(b) Instructional equipment. ☑ Yes ☐ No
(c) Resources. ☑ Yes ☐ No
(d) Personnel. ☑ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning. ☑ Yes ☐ No
(b) Well-defined instructional objectives. ☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials. ☑ Yes ☐ No
(d) Appropriate modes of instructional delivery. ☑ Yes ☐ No
(e) The use of appropriate assessment strategies. ☑ Yes ☐ No
(f) The use of appropriate experiences. ☑ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☑ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☑ Yes ☐ No

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☑ Yes ☐ No ☐ Not Applicable (no students in the second year)
9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☐ Yes ☐ No ☐ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☐ Yes ☐ No

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

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

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

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

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

COMMENDATIONS:
The Program Chair is very dedicated to the continual improvement of the program and has detailed plans to foster student growth through the use of industry resources, leveraging experienced faculty and online “best practices.”

9. PROGRAM EVALUATION
Bachelor of Science in Visual Communications

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☐ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Kelly Goethals is the Program Chair and is assigned to administer the academic duties associated with the Graphic Design programs, including the bachelor’s degree in Visual Communications. Ms. Goethals holds an associate of Fine Art from University of West Florida, a bachelor’s of Fine Arts from University of Central Florida, and a master’s in Graphic Design from Savannah College of Art and Design. Ms. Goethals has been with Westwood College since 2004, she currently teaches two of the online courses. Prior to starting at Westwood College, Ms. Goethals was an adjunct instructor at Broward Community College and worked at a graphic design firm that specialized corporate advertising and photography.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
   ☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
   ☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
   A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
   ☑ Yes ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
   Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend on-line. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
   ☑ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
   ☑ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
   ☑ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
   ☑ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
   ☑ Yes ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
   ☑ Yes ☐ No

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

9.16 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
      ☑ Yes ☐ No
   (b) Course numbers
      ☑ Yes ☐ No
   (c) Course prerequisites and/or corequisites
      ☑ Yes ☐ No
   (d) Instructional contact hours/credits
      ☑ Yes ☐ No
   (e) Learning objectives
      ☑ Yes ☐ No
   (f) Instructional materials and references
      ☑ Yes ☐ No
   (g) Topical outline of the course
      ☑ Yes ☐ No
   (h) Instructional methods
      ☑ Yes ☐ No

ED00025422
(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 ☐

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments:
- Yes ☑ No ☐

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes ☑ No ☐

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes ☑ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor's degree program in Visual Communications: (13)

How many calls to employers or graduates were successful?
Bachelor's degree program in Visual Communications: (6)

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor's degree program in Visual Communications: (6)

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

9.21 Does the campus participate in Title IV financial aid?
- Yes ☑ No ☐ (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes ☑ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
- Yes ☑ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided copies of student homework. During interviews with students, they acknowledge they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
- Yes ☑ No ☐

(b) Instructional equipment.
- Yes ☑ No ☐

(c) Resources.
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☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☐ Yes ☐ No
(b) Well-defined instructional objectives.
☐ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☐ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☐ Yes ☐ No
(e) The use of appropriate assessment strategies.
☐ Yes ☐ No
(f) The use of appropriate experiences.
☐ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☐ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☐ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☐ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☐ Yes ☐ No

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

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

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

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

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

COMMENDATIONS:
The Program Chair is very dedicated to supporting her students and faculty, her efforts to leverage new technology and find innovative ways to continually improve the program.
9. PROGRAM EVALUATION

Associate of Applied Science in Medical Insurance Coding and Billing
Associate of Applied Science in Medical Office Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

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

Ms. Mary Aboutar is the healthcare program chair for both the associate of applied science in Medical Insurance Coding and Billing and the associate of applied science in Medical Office Management. She has been with Westwood College since December of 2009, originally as the program chair for the Medical Assisting program and then in May 2011 as the program chair for the Medical Insurance Coding and Billing and Medical Office Management programs. Ms. Aboutar holds a bachelor of science in Health Care Administration from St. Leo University. She is a Registered Medical Assistant (RMA) through the American Medical Technologists (AMT), current through April 2014. Ms. Aboutar also holds a certificate in Medical Claims and Billing from the US Career Institute obtained December 2004. She has worked on and off in the field as a RMA and Medical Biller and Coder since 2004.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☒ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes ☒ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☒ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☒ No ☒ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes ☒ No ☒ Not Applicable (Additional Location Inclusion only)

If No, insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
Placement for the Medical Office Management program is 100% with only one graduate documented as placed in field. The Medical Insurance Coding and Billing program does not have any graduates thus far.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The institution utilizes a Programmatic Advisory Committee (PAC) that combines the Medical Office Management and Medical Insurance Coding and Billing programs. The committee has met once on May 29, 2013 and has another one planned in the near future. There was documentation for a guest speaker on file. New webinars for the healthcare programs are being implemented February 18, 2014 and there is also documentation on the mypath.westwood.edu website under each syllabus' assignments tab for other community involvement projects that are class specific.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☒ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☐ Yes ☒ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
☐ Yes ☒ No
9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes  ☒ No  ☐ (Skip to question 9.14)

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

☒ Yes  ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes  ☐ No

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

(a) Title and course descriptions

☒ Yes  ☐ No

(b) Course numbers

☒ Yes  ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes  ☐ No

(d) Instructional contact hours/credits

☒ Yes  ☐ No

(e) Learning objectives

☒ Yes  ☐ No

(f) Instructional materials and references

☒ Yes  ☐ No

(g) Topical outline of the course

☒ Yes  ☐ No

(h) Instructional methods

☒ Yes  ☐ No

(i) Assessment criteria

☒ Yes  ☐ No

(j) Method of evaluating students

☒ Yes  ☐ No

(k) Date the syllabus was last reviewed

☒ Yes  ☐ No

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

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

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

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

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

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

☒ Yes  ☐ No

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

☒ Yes  ☐ No

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

☐ Yes  ☒ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There was one call attempted for the Associate of Applied Science in Medical Office Management.

There are no graduates for attempted calls in the Associate of Applied Science in Medical Insurance Coding and Billing.
How many calls to employers or graduates were successful?
There was one successful call for the Associate of Applied Science in Medical Office Management.

There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

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 in Medical Office Management

If No, insert “Section 3-1-303(a)” in parentheses and explain:

(Section 3-1-303(a)): Although there was one successful call confirming employment of the graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. Following the ACICS verification call script, the student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL’s). The student stated that she does not feel that the training she received from Westwood's Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalogue, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource management, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.
9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

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

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

9.30 Are teaching loads reasonable?

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

9.42 Are the second-year courses based upon appropriate first-year prerequisites?

COMMENDATIONS:

The team would like to commend the institution for a well evidenced online layout in design, structure, and implementation of curriculum within the healthcare programs. It is also to be commended that the institution has shown to have tried substantial and adequate career advisement for graduates although geographies may be a challenge.

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice

Academic Associate's Degree in Paralegal

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

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice at Westwood College Online. Dr. Giannoni holds a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL; a master's degree and a bachelor's degree in Criminal/Social Justice from Lewis University in Romeoville, IL.

Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Dartt holds a master's degree in Business Administration from Westwood College Online in Broomfield, CO; a master's degree in Legal Studies from Texas State University in San Marcos, TX; and a bachelor's degree in Journalism from the University of Texas, Austin, TX.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes  
- No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
- Yes  
- No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes  
- No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
- Yes  
- No
- Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
- Yes  
- No
- Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
- A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
- Yes  
- No

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

The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CJ381 Women and Criminal Justice, students were assigned the project of locating a female adolescent juvenile program, in their community, through a church or another criminal justice program. After conducting interviews with staff, students completed a reflection paper sharing their experiences and received peer review feedback through online threaded discussions.

The Paralegal program also utilizes community resources within its online courses through Webinars, specific to course content, such as Fair Debt Collection Practices and Career Management in paralegal careers.

9.08 Is the utilization of community resources sufficient to enrich the program?
- Yes  
- No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
- Yes  
- No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- Yes  
- No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes  
- No
- Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12 Does the program use independent studies?
[ ] Yes  [x] No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
[ ] Yes  [ ] No

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

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

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(I) 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)
If No, insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?
[ ] Yes  [ ] No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
[ ] Yes  [ ] No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
[ ] Yes  [ ] No  [ ] Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate’s degree program in Criminal Justice: 5
Academic associate’s degree in Paralegal: 9

How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
Academic associate’s degree program in Criminal Justice: 1
Academic associate’s degree program in Paralegal: 4

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

The following number of successful contacts confirmed the employment of the graduates in the following programs:
Successful contacts confirming employment for Criminal Justice: 1
Successful contacts confirming employment for Paralegal: 4

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

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

Documentation of evaluations in out-of-class work was viewed online for both the Criminal Justice and the Paralegal programs. Out-of-class work was evident in various research topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in PowerPoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☐ Yes ☐ No
(b) Instructional equipment.
☐ Yes ☐ No
(c) Resources.
☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☐ Yes ☐ No
(b) Well-defined instructional objectives.
☐ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☐ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☐ Yes ☐ No
(e) The use of appropriate assessment strategies.
☐ Yes ☐ No
(f) The use of appropriate experiences.
☐ Yes ☐ No

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
9.28 Is the size of the faculty appropriate to the total student enrollment?

☐ Yes  ☑ No

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

☐ Yes  ☑ No

9.30 Are teaching loads reasonable?

☐ Yes  ☑ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

☐ Yes  ☑ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

☐ Yes  ☑ No

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

☐ Yes  ☑ No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes  ☑ No  ☑ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?

☐ Yes  ☑ No  ☑ Not applicable

9. PROGRAM EVALUATION

Bachelor's Degree in Criminal Justice: Major in Administration
Bachelor's Degree in Criminal Justice: Major in Corrections
Bachelor's Degree in Criminal Justice: Major in Investigations

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

☐ Yes  ☑ No (Skip to question 9.02)

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

Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice. Dr. Giannoni holds a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL, a master's degree and a bachelor's degree in Criminal/Social Justice from Lewis University in Romeoville, IL.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes  ☑ No

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

☐ Yes  ☑ No

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

☐ Yes  ☑ No

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

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

☐ Yes  ☑ No  ☑ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?

☐ Yes  ☑ No  ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
- A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No

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

The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CRJS211-Communication for the CJ Professional, students were assigned the project of contacting a bilingual law enforcement professional, in their community and interview cultural benefits and career goals. Students completed a reflection paper, after interview staff, sharing their experiences and receiving peer review feedback through online threaded discussions.

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

☒ Yes  ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes  ☐ No

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

☒ Yes  ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes  ☑ No (Skip to question 9.14)

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

☒ Yes  ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☒ Yes  ☐ No

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

(a) Title and course descriptions

☒ Yes  ☐ No

(b) Course numbers

☒ Yes  ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes  ☐ No

(d) Instructional contact hours/credits

☒ Yes  ☐ No

(e) Learning objectives

☒ Yes  ☐ No

(f) Instructional materials and references

☒ Yes  ☐ No

(g) Topical outline of the course

☒ Yes  ☐ No

(h) Instructional methods

☒ Yes  ☐ No
(i) Assessment criteria.
   □ Yes □ No

(j) Method of evaluating students
   □ Yes □ No

(k) Date the syllabus was last reviewed
   □ Yes □ No

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

(l) Out-of-class work assignments that support the learning objectives for the course
   □ Yes □ No □ Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
   □ Yes □ No □ Not Applicable (Additional Location Inclusion OR clock hour program)

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
   □ Yes □ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
   □ Yes □ No □ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
   There were 18 calls made to the employers.

How many calls to employers or graduates were successful?
   There were 10 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 8 successful calls.

If No, insert “Section 3-1-303(a)” in parentheses and explain:
   (Section 3-1-303(a): The team was not able to verify the backup documentation to support the placement rate, in the field of study for the program as reported during phone verification of job placements.

According to the ACICS verification call script, graduate Alfred Segundo confirmed his position as Store Clerk for JD Machine Tech and his intent of continuity is indefinite. He stated that he is not using any of his field of study skills, which is a bachelor’s degree in Criminal Justice, in his current position. Mr. Segundo stated that he has maintained this employment, six months prior to graduation from Westwood College Online.

According to the ACICS verification call script, graduate Rebecca Thornton’s position as Youth Advocate was confirmed by Human Resources as a support advocate, similar to a big sister for the youth in the program and the intent of continuity is indefinite. HR stated that Rebecca was more likely not using any of her field of study skills, which is a bachelor’s degree in Criminal Justice, in her current position.

Rebecca does not endorse any skills used within her field of study, in this call. She just works with kids on probation, so the employer could be a drop-in resource center mandated by the juvi courts for juveniles for AA or NA meetings or group counseling sessions with or without parents. I heard in the background that she, Rebecca was signing kids in and out from a counter/desk location. A BS in CJ is not needed for such types of placement.

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

9.21 Does the campus participate in Title IV financial aid?
   □ Yes □ No (Skip to question 9.24)
9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

- Yes
- No
- Not Applicable (Clock hour programs only)

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

- Yes
- No
- Not Applicable (Clock hour programs only)

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

Documentation of evaluations in out-of-class work was viewed online for the Criminal Justice program. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in PowerPoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

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

(a) Facilities.

- Yes
- No

(b) Instructional equipment.

- Yes
- No

(c) Resources.

- Yes
- No

(d) Personnel.

- Yes
- No

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

(a) Systematic planning.

- Yes
- No

(b) Well-defined instructional objectives.

- Yes
- No

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

- Yes
- No

(d) Appropriate modes of instructional delivery.

- Yes
- No

(e) The use of appropriate assessment strategies.

- Yes
- No

(f) The use of appropriate experiences.

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

9.30 Are teaching loads reasonable?

- Yes
- No

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

- Yes
- No

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

- Yes
- No
9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes  ☐ No  ☑ Not Applicable (institution offers all four years of the degree)

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

☐ Yes  ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes  ☐ No  ☑ Not Applicable (no students in the third and fourth years)

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

☐ Yes  ☐ No

9. PROGRAM EVALUATION

**Bachelor of Science in Graphic Design: Animation**

**Bachelor of Science in Graphic Design: Game Art**

**Bachelor of Science in Graphic Design: Web Design**

**Bachelor of Science in Software Development: Game Software Development**

**Associate of Applied Science in Graphic Design: Animation**

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. Carey Richards is the program chair for the Game Art and Animation Department at Westwood College online. Mr. Richards holds a bachelor's degree in Art Studio from Colorado College in Colorado Springs, Colorado and a master's degree in 3D Animation/Digital Effects from Rensselaer Polytechnic Institute in Troy, New York. Mr. Richards owns and works in Media Arts for CKR Productions from 1996 to the present.

Mr. Brian Leader is the program chair for the Game Software Department at Westwood College Online. Mr. Leader holds a bachelor's degree in Aerospace Engineering from Boston College in Boston, Massachusetts and a master's degree in Aeronautical Engineering from Rensselaer Polytechnic Institute in Troy, New York. Mr. Leader, also, is the Chief Programmer for Ideas Live as a game and educational software development & manager from September 1997 to the present.

Dr. Claire Boger is the program chair for the Web Design Department at Westwood College Online. Dr. Boger holds a bachelor's degree in Visual Communications from the School of Visual Arts in New York, New York; a master's degree in Computer Art from the School of Visual Arts in New York, New York; and a Doctor of Philosophy in Education from Capella University in Minneapolis, Minnesota.

Ms. Kelley Goethals is the program chair for the Graphic Design and Visual Communications Department. Ms. Goethals holds an academic associate's degree in Art from the University of West Florida in Pensacola, Florida; a bachelor's degree in Art from the University of Central Florida in Orlando, Florida; and a master's degree in Graphic Design from Savannah College of Art and Design in Savannah, 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?
9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
   □ Yes   □ No   □ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
   □ Yes   □ No   □ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
   A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
   □ Yes   □ No

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

The team confirmed the programs utilize their Program Activities Committee (PAC) to provide expertise in the specific areas of concentration. The programs, also, utilized guest speakers who login online with the students. These resources provide the students with insight from professionals, doing business in the field to ensure the students are learning the necessary skills to compete for jobs, in their respective areas, as well as, their respective locations.

9.08 Is the utilization of community resources sufficient to enrich the program?
   □ Yes   □ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
   □ Yes   □ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
   □ Yes   □ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
   □ Yes   □ No   □ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
   □ Yes   □ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
   □ Yes   □ No

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

9.16 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
      □ Yes   □ No
   (b) Course numbers
      □ Yes   □ No
   (c) Course prerequisites and/or corequisites
      □ Yes   □ No
   (d) Instructional contact hours/credits
      □ Yes   □ No
   (e) Learning objectives
      □ Yes   □ No
   (f) Instructional materials and references
9.17 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
- Academic associate’s degree program in Graphic Design: 6
- Bachelor’s degree program in Graphic Design-Animation: 3
- Bachelor’s degree program in Graphic Design-Game Art: 4
- Bachelor’s degree program in Graphic Design-Web Design: 4
- Bachelor’s degree program in Software Development-Game Software: 6

How many calls to employers or graduates were successful?
- Academic associate’s degree program in Graphic Design: 3
- Bachelor’s degree program in Graphic Design-Animation: 1
- Bachelor’s degree program in Graphic Design-Game Art: 2
- Bachelor’s degree program in Graphic Design-Web Design: 2
- Bachelor’s degree program in Software Development-Game Software: 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.
- Academic associate’s degree program in Graphic Design: 3
- Bachelor’s degree program in Graphic Design-Animation: 1
- Bachelor’s degree program in Graphic Design-Game Art: 2
- Bachelor’s degree program in Graphic Design-Web Design: 2
- Bachelor’s degree program in Software Development-Game Software: 3

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

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)
9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
The Team evaluated student's homework, which was appropriate for the subject matter and consistent with the requirement, as defined on the respective program's course syllabi.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☐ Yes ☐ No
(b) Instructional equipment.
☐ Yes ☐ No
(c) Resources.
☐ Yes ☐ No
(d) Personnel.
☐ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☐ Yes ☐ No
(b) Well-defined instructional objectives.
☐ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☐ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☐ Yes ☐ No
(e) The use of appropriate assessment strategies.
☐ Yes ☐ No
(f) The use of appropriate experiences.
☐ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☐ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☐ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☐ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☐ Yes ☐ No

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

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?

☐ Yes ☐ No ☐ Not applicable

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

☐ Yes ☐ No

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

☐ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

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

☐ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

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

☐ Yes ☐ No

GENERAL COMMENTS:
The Team found the program was, generally, well-conceived, directed, and taught.

COMMENDATIONS:
This is a well-run campus with competent, caring faculty, administration and staff, all dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Information Technology (AAS)

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. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master of science degree in Internet Information Systems from Robert Morris University, bachelor of science degree in Information Systems Management from Robert Morris University, and an associate of applied business in accounting and business management from Jefferson Community College.


Mr. Spencer is addition to his current position as program chair has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes ☐ No

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

☐ Yes ☐ No
9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes  ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes  ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist students in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes  ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☐ Yes  ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes  ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes  ☐ No  ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes  ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes  ☐ No

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

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes  ☐ No
(b) Course numbers
☐ Yes  ☐ No
(c) Course prerequisites and/or corequisites
☐ Yes  ☐ No
(d) Instructional contact hours/credits
☐ Yes  ☐ No
(e) Learning objectives
☐ Yes  ☐ No
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(f)  Instructional materials and references
☒ Yes  ☐ No

(g)  Topical outline of the course
☒ Yes  ☐ No

(h)  Instructional methods
☒ Yes  ☐ No

(i)  Assessment criteria
☒ Yes  ☐ No

(j)  Method of evaluating students
☒ Yes  ☐ No

(k)  Date the syllabus was last reviewed
☒ Yes  ☐ No

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

(l)  Out-of-class work assignments that support the learning objectives for the course
☒ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

(m)  A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17  Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes  ☐ No

9.18  Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes  ☐ No

9.19  Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☒ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate’s degree program in information technology (IT-Other)?

How many calls to employers or graduates were successful?
Academic associate’s degree program in information technology (IT-Other)

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.

9.20  Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☒ Yes  ☐ No  ☐ Not Applicable

9.21  Does the campus participate in Title IV financial aid?
☒ Yes  ☐ No  (Skip to question 9.24)

9.22  Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

9.23  Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided access to the online grade book and student homework assignments. During interviews with the students, they verified they complete homework assignments.

9.24  Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☑ Yes ☐ No

(b) Instructional equipment.
☑ Yes ☐ No

(c) Resources.
☑ Yes ☐ No

(d) Personnel.
☑ Yes ☐ No

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

(a) Systematic planning.
☑ Yes ☐ No

(b) Well-defined instructional objectives.
☑ Yes ☐ No

(c) The selection and use of appropriate and current learning materials.
☑ Yes ☐ No

(d) Appropriate modes of instructional delivery.
☑ Yes ☐ No

(e) The use of appropriate assessment strategies.
☑ Yes ☐ No

(f) The use of appropriate experiences.
☑ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☑ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☑ Yes ☐ No

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☑ Yes ☐ No ☐ Not Applicable (no students in the second year)

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

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.
9. PROGRAM EVALUATION

Bachelor Degree in Network Management
Bachelor Degree in Systems Security
Bachelor Degree in Computer Forensics
Occupational Associates in Information and Network Technologies

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. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master of science degree in Internet Information Systems from Robert Morris University, bachelor of science degree in Information Systems Management from Robert Morris University, and an associate of applied business in accounting and Business Management from Jefferson Community College. He also has certifications in the following areas: A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012.

Mr. Spencer in addition to his current position as program chair has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☑ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☑ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☑ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☑ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☑ Yes ☐ No

If No, insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
The information technology - forensics program has a retention rate of 59%. The other bachelor programs that have students enrolled have meet the retention rate standard.

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

Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist students in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
☑ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☑ Yes ☐ No
9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?

☐ Yes  ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes  ☐ No  ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes  ☐ No  (Skip to question 9.14)

9.13 Are 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 on the course syllabi, and are they being followed?

☐ Yes  ☐ No

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

(a) Title and course descriptions

☐ Yes  ☐ No

(b) Course numbers

☐ Yes  ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes  ☐ No

(d) Instructional contact hours/credits

☐ Yes  ☐ No

(e) Learning objectives

☐ Yes  ☐ No

(f) Instructional materials and references

☐ Yes  ☐ No

(g) Topical outline of the course

☐ Yes  ☐ No

(h) Instructional methods

☐ Yes  ☐ No

(i) Assessment criteria

☐ Yes  ☐ No

(j) Method of evaluating students

☐ Yes  ☐ No

(k) Date the syllabus was last reviewed

☐ Yes  ☐ No

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

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

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

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

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

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No  ☒ Not Applicable (there have been no graduates)
How many calls to employers or graduates were attempted?
Diploma program in XX:
Occupational associate's degree program in XX:
Academic associate's degree program in XX:
Bachelor's degree program in information technology - forensics, information technology - network management, and information technology - systems security 06:

How many calls to employers or graduates were successful?
Diploma program in XX:
Occupational associate's degree program in XX:
Academic associate's degree program in XX:
Bachelor's degree program in information technology - systems security 01:

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.

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

9.21 Does the campus participate in Title IV financial aid?
□ Yes □ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
□ Yes □ No □ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
□ Yes □ No □ Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided homework assignments to review. During interviews with students and faculty, the team was advised of the homework assignments and requirements.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
□ Yes □ No
(b) Instructional equipment.
□ Yes □ No
(c) Resources.
□ Yes □ No
(d) Personnel.
□ Yes □ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
□ Yes □ No
(b) Well-defined instructional objectives.
□ Yes □ No
(c) The selection and use of appropriate and current learning materials.
□ Yes □ No
(d) Appropriate modes of instructional delivery.
□ Yes □ No
(e) The use of appropriate assessment strategies.
□ Yes □ No
(f) The use of appropriate experiences.
☑ Yes ☐ No

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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☑ Yes ☐ No

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

9.32 What is the current student/teacher ratio?

(Compute the student/teacher ratio by using the following formula:
- Add the Number of students enrolled in the program-specific courses (courses with 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).

10:1 in the occupational associates program in Information and Network Technologies program.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
☑ Yes ☐ No

9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☑ Yes ☐ No

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

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☑ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.37 Are the second-year courses based upon appropriate first-year prerequisites?
☑ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☑ Yes ☐ No

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☑ Yes ☐ No ☐ Not Applicable (no students in the second year)
9.42 Are the second-year courses based upon appropriate first-year prerequisites?
- Yes □ No □ Not applicable

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
- Yes □ No

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

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

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

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

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

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors’ expertise in the field greatly enhance the students learning.

NONTRADITIONAL EDUCATION
- Distance Education
- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person’s qualifications?
Mr. Lou Pagano, chief operating officer of Westwood College Online (WCO), administers the distance education activities. Mr. Pagano holds a bachelor’s degree in Electrical Engineering from SUNY at Buffalo and a master’s degree in Engineering Management from National Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campus president and regional vice president. His position is 100% administrative.

Mr. Pagano is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academic affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctoral degree in Adult Learning and Postsecondary Education; two master’s degrees, one in Adult Learning and Postsecondary Education and one in Communication & Journalism; and a bachelor’s degree in Theatre and Dance; all of her credentials are from the University Wyoming.

H.02 Does this individual possess appropriate academic or experiential qualifications?
- Yes □ No

H.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?
- Yes □ No

H.04 Are the time and resources devoted to the administration of distance education sufficient?
- Yes □ No

H.05 Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?

□ Yes □ No □ Not Applicable
H.06 Does the institution have a plan to implement distance education instruction?

☐ Yes  ☐ No

The WCO campus offers all of its programs exclusively online. Therefore, all academic and students services are provided through an asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.

The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master's prepared personnel with over 40 years of combined experience in instructional design including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, WCO administrators and faculty review, give feedback, and make recommendations to ensure curricula are aligned with and meeting WCO students' expectations and fulfilling its campus mission. A memorandum documents this system.

H.07 If the institution has a plan, does it include the following:

(a) Rationale?

☐ Yes  ☐ No

(b) Resources?

☐ Yes  ☐ No

(c) Course/program objectives?

☐ Yes  ☐ No

(d) Course content?

☐ Yes  ☐ No

(e) Student assessment?

☐ Yes  ☐ No

H.08 Does the institution integrate this plan into the Campus Effectiveness Plan?

☐ Yes  ☐ No

H.09 Is the delivery method appropriate for students and the curriculum?

☐ Yes  ☐ No

H.10 Are admission requirements for distance education courses/programs identified by the institution?

☐ Yes  ☐ No  ☒ Not Applicable (no additional admissions requirements)

As previously stated, WCO offers all of its programs exclusively online; therefore, there are no distinctions between its admissions requirements for online versus on campus programs.

H.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?

☐ Yes  ☐ No  ☒ Not Applicable (no admissions test required)

H.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program?

☐ Yes  ☐ No  ☒ Not Applicable

H.13 Does the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity verification process?

☐ Yes  ☐ No

H.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?

☐ Yes  ☐ No

If Yes, explain how and when this information is disclosed.

There are no additional charges or fees associated with the verification of student identity.
H.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?
   • Yes □ No

H.16 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?
   • Yes □ No

H.17 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?
   • Yes □ No

H.18 Describe how the courses provide opportunities for interaction between faculty and students.
   The following strategies are used to facilitate online faculty and student interaction: an "Announcements" feature for all courses that provides directives through instructor postings; a threaded discussion forum in which students are required to post statements and peer responses for which they receive instructor feedback; and an assignment feature with a grade book link that provides a dialogue between an instructor and individual student. In addition, students are encouraged to contact their instructors by email or telephone if an individual or personal response is needed; the instructor’s contact information is accessible through the course’s home page. Access to and observation of scheduled online courses and 98% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
   • Yes □ No

H.19 Describe how the courses provide opportunities for interaction among students.
   Students interact with peers through threaded discussion forums that require direct responses to peers’ postings; group project assignments that require dialogue among group members using email, telecommunications, or scheduled face-to-face meetings if/ as appropriate; and an email utility feature in each course that provides the ability to send group or individuals emails to peers. Access to and observation of scheduled online courses and 97% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?
   • Yes □ No

H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?
   • Yes □ No

H.21 Is the curriculum administered in a way that maintains security of access?
   • Yes □ No

H.22 Describe the student identity verification method used by the campus.
   Students are assigned access to MyPath through the SMART student information system. When applicants are accepted and become WCO students they are assigned their own login information which allows them access to MyPath and their WCO email. This login verifies the student is “the student who enrolled at the campus.” Page 71 of the 2014 Academic Catalog Westwood College-Online, Volume 6, No. 1 explicitly outlines the “Prohibited Use of Information Technology Resources” for students; students are prompted to review this outline during the online orientation.

Is this method adequate?
   • Yes □ No

H.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?
   • Yes □ No

H.24 Describe the institutions learning management system.
The Blackboard learning management system is utilized to deliver WCO online courses. The campus refers to Blackboard as MyPath. MyPath is an institutional shell with a home page that enables students, faculty, and staff to connect to Blackboard, the library, tutoring services, student resources, career services and other information and support through a single log in.

H.25 Are the faculty properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment?
☐ Yes ☐ No

H.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?
☐ Yes ☐ No

H.27 Does the institution demonstrate appropriate faculty student ratios to support:
☐ Yes ☐ No

H.28 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?
☐ Yes ☐ No

H.29 Does the institution have adequate financial resources to support the courses/program(s)?
☐ Yes ☐ No

H.30 Does the institution demonstrate that students taking online courses have access to the same or equivalent library resources and support as on-ground students?
☐ Yes ☐ No

H.31 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?

Students are required to complete an online orientation prior to beginning coursework. The orientation is provided in a self-paced, online format accessible through MyPath. Students participate in activities which familiarize them with learning platform navigation, technical support access, student resource information and access, and student success lessons. The virtual workshop requires students to complete quizzes and graded assignments throughout the process. In response to a questionnaire given by the team while on-site, 92% of the student respondents confirmed they had participated in the orientation. A majority of students confirmed it helped them to navigate the system.

Is this orientation adequate?
☐ Yes ☐ No

H.32 Does the institution provide support services for online students which are the same or equivalent to those provided for on-ground students in the following areas:
☐ Yes ☐ No

(a) Counseling?
☐ Yes ☐ No ☐ Not Applicable (Institution does not participate in financial aid)
(b) Academic advising?
☐ Yes ☐ No
(c) Financial aid?
☐ Yes ☐ No
(d) Employment assistance?
☐ Yes ☐ No

H.33 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?
The WCO campus does not offer on-ground courses; therefore, there is no basis for or validity of comparison.

H.34 Does assessment and assignments demonstrate student achievement of course learning objectives?
☐ Yes  ☐ No  ☑ N/A

H.35 Does the institution document that it conducts the following:
   (a) Course/program evaluations (including assessments of educational outcomes)?
      ☑ Yes  ☐ No
   (b) Student retention and placement?
      ☑ Yes  ☐ No
   (c) Student satisfaction?
      ☑ Yes  ☐ No
   (d) Faculty satisfaction?
      ☑ Yes  ☐ No
   (e) Employer satisfaction?
      ☑ Yes  ☐ No

H.36 Does the institution fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material?
☐ Yes  ☐ No

GENERAL COMMENTS:
To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment, WCO students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions with faculty and peers, and access to student services, resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources, resulted in a 98% positive response rating. Questions were objective with “yes/no” responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their WCO experiences.

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

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<tr>
<th>Number</th>
<th>Citation</th>
<th>Summary Statement</th>
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<tr>
<td>1</td>
<td>(3-1-303(a))</td>
<td>The school does not keep adequate records as it relates to accreditation and licensure, or the CAR especially regarding placement, attestation, and waiver verification. (Pages 9, 29, 42, and 50).</td>
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<td>2</td>
<td>(3-1-303(e))</td>
<td>The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog. (Page 9).</td>
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<tr>
<td>3</td>
<td>(3-1-701 and Appendix C)</td>
<td>The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript. The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P), no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are</td>
</tr>
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audit (AU) and equivalent (EQ), although neither are explained in the catalog. On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog. (Page 20).

Note: The citation number should be in bold. The summary statement should be followed by the report page number in parenthesis.
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):

It is the recommendation of the team, that multiple addenda be combined into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

The campus should renew its lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation an inquiry into the individual’s ideas on the industry and what is involved.
From: Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDABA64144114820BFCBF53B7514E-IHARAZDUK>
To: Chad Hartman <Exchangelabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/13cbf506f84340d4b56aa05824f71116-chartman>
Subject: FW: Student Survey - In Word format
Attachments: 00027067 NG FINAL EDIT.DOCX

Chad,

How did you get the student survey in the word file. Was there an easy way to do it?

Thanks,

Ian Harazduk
Manager, Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE Suite 980 Washington, DC 20002

From: Ian Harazduk
Sent: Tuesday, May 27, 2014 12:01 PM
To: Susan Greer
Subject: Student Survey - In Word format

Sue,

As you know, we place the results of the student survey at the end of the report. We typically ask the staff to complete this task during their edit which would require having the results in a word file or something similar that they can then paste in the document. As of now, I can only save the file as a .pdf. Then when I try to convert it to a word file it does not work. Let me know if you know a way around this.

Otherwise, I'll have to change the process and have them attach the .pdf and we'll have to attach it once Miss Earline changes it to that format after all edits have been
completed.

Thanks.

Ian Harazduk
Manager, Compliance

Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002

REEVALUATION VISIT REPORT

Westwood College Anaheim
1551 South Douglass Road
Anaheim, CA 92806
ACICS ID Code: 00027067

Mr. Lou Osborn, Campus President (6)(6)@westwood.edu)

MAIN CAMPUS
Westwood College-Denver North
7350 N. Broadway
Denver, CO 80221
ACICS ID Code: 00027062

May 8-9, 2014

Dr. Darlene Minore
Chair, Mission, Organization, Administration, Facilities

Dr. Richard Murphree
Student-Relations Specialist

Mrs. Michelle Edwards
Educational Activities Specialist, Library

Ms. Joyce Strout
Business Administration, Accounting, Human Resources, Marketing, Management Specialist

Ms. Lori Claus
Construction Management, Computer Aided Design, Interior Design Specialist

Dr. Gail Robin
Medical Assistant, Health Information Technology, Medical Office Management, Medical Insurance, Business Administration Specialist

Mr. Alex Yarbrough
Criminal Justice, Criminal Justice Administration, Paralegal Specialist

Mr. David Hoehn
Information & Network Technology, Software Development, Game & Information Technology Specialist

Mr. Barry Phillips
Graphic Design, Game Art, Visual Communication Specialist

Mr. Chad Hartman
Staff Representative

Minore Educational Strategies, LLC

Effectual Business Services

Delta School of Business & Technology

J.B. Strout & Co.

Education Management Corporation

Baker College

Virginia College

Brown College

PBS, NBC, SHO Art Director/Designer

ACICS

Bainbridge Island, WA

Eagle, ID

Lake Charles, LA

S. Barrington, IL

Pittsburgh, PA

McLean, VA

Chelsea, AL

Saint Peter, MN

Burleson, TX

Washington, DC
### PROGRAMS OFFERED BY

**Westwood College - Anaheim**

**Anaheim, CA**

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<th>Degree</th>
<th>Bachelor's</th>
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<th>Medical Assisting</th>
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<th>Medical Assisting</th>
<th>Medical Insurance Coding and Billing</th>
<th>Medical Office Management</th>
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<th>Academic Associate's</th>
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TOTAL ENROLLMENT = 1392

Notes: Type in bold any retention or placement below rate 70%

* Campus applied for and was granted mitigating circumstances for the 2012-2013 campus accountability report (CAR) reporting period. There were 10 or less graduates available for placement.

** No retention improvement plan was necessary due program enrollment of less than 10 students. The campus submitted a mitigating circumstance application for this reason with the 2012-2013 CAR.

*** Approved programs with no active enrollment at the time of the visit.

Introduction

In 1953, Westwood College started operating in Denver, Colorado as the Radio and Television Repair Institute. In 1958, the curriculum was expanded and the name of the college was changed to the National Electronics Institute (NEI). From 1960 to the early 1970s, NEI constantly updated courses and equipment, offering programs that were practical in content, intensive in character, and reflective of modern technical practices. In 1974, Denver Institute of Technology, Inc. (DIT) acquired ownership of the college and expanded the curriculum to meet the needs of growing technological industries. In November 1997, DIT officially became Westwood College of Technology. In 2004, Westwood College of Technology became Westwood College, which is dedicated to preparing students with knowledge and skills needed for meaningful employment. Its graduates have entered numerous career fields and many have distinguished themselves as industry leaders.

Westwood College opened its first campus outside the Denver area in Anaheim, California in January 1999. Currently, the Anaheim campus has over 700 active students with an average age of 26; 45 percent of the students are female and 55 percent male. The majority of students attend courses during the day due to the high percentage of students that begin classes immediately following high school graduation. The day student population is 72 percent, and evening student population is 28 percent. While there are a high percentage of non-specified ethnic backgrounds in reporting, the Anaheim campus has a diverse student population, with Hispanic students, 20 percent, representing the largest population.
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 eight of the Westwood College 2014 Catalog for California/Colorado/Georgia/Virginia.

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.
Assessment of programs, courses, and student learning is an ongoing process. Program reviews are periodically conducted by subject-matter experts and faculty members to help ensure the integrity of the curricula by examining specific evaluation points as evidence of student learning. No programs require certification or licensure. Direct measures are course projects which are designed to ensure specific learning objectives are mastered and averaging the last two years of failure rates and a five term history of grade data. The campus-developed grading rubric for projects enables projects to be measurable. Trends are explored and analyzed and goals for each academic year are established.

1.12 Are the following identified and described in the CEP?
(a) The baseline data for each outcome.
☐ Yes  ☐ No  ☐ Not Applicable

(b) The data used by the campus to assess each outcome.
☐ Yes  ☐ No  ☐ Not Applicable

(c) How the data was collected.
☐ Yes  ☐ No  ☐ Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
☐ Yes  ☐ No  ☐ Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
☐ Yes  ☐ No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☐ Yes  ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.
The specific activities that the campus will undertake to meet the published retention goals are consistent and continuous monitoring of absence reports by advisors and student services departments. Additional actions are now taken to improve first term student retention.
Placement goals are set at 80 percent for the first 6 months after graduation. If that goal is not met the career services department will continue to increase focus on pre-graduation employment efforts through career fairs and job search skill programs.

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. Lou Osborn, campus president, is responsible for implementing and monitoring the CEP. He was appointed to this position in August of 2006. Mr. Osborn has more than two decades experience in a variety of senior administrative positions for proprietary career colleges. He holds a bachelor's degree in secondary education from the University of Kansas, Lawrence, Kansas and an MBA from Westwood College's online division. Mr. Osborn is assisted by a CEP committee that is comprised of the academic dean, general education program chair, director of career services, director of finance support, director of admissions, and the campus executive assistant.

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:
Mr. Osborn is an experienced leader who delegates and enables his administrative team to best serve the student body. The method in which graded projects are systematically graded is statistically sound and ensures that a comparison of these grades aggregated by student, course, program, and student body aids the CEP committee to make sure that the course and program objectives are met. Retention is deemed the responsibility of all employees. Students are able to comfortably seek assistance from faculty and staff when the student feels that the demands of school are overwhelming.

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?
      -
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. Osborn, campus president, is responsible for the financial oversight of the campus. As previously stated in Section 1, his educational and occupational experiences ensure he is well-qualified to oversee the school's finances.

GENERAL COMMENTS:
Westwood College Anaheim has been in existence since 1999. There are strong systems in place to ensure the campus' administration is proactive and allows most administrative time to focus on serving students. These systems are well communicated to new faculty and staff through an extensive on-boarding process. Faculty and staff are well versed in these areas and feel they are supportive to their success.

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. Osborn, campus president, is the on-site administrator. As previously stated in Section 1, his educational and occupational experiences ensure he is well-qualified to lead the campus.

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

Admissions.
☐ Yes ☐ No

(b) Curriculum.
☐ Yes ☐ No

(c) Accreditation and licensure.
☐ Yes ☐ No

(d) Guidance.
☐ Yes ☐ No

(e) Instructional resources.
☐ Yes ☐ No

(f) Supplies and equipment.
☐ Yes ☐ No

(g) The school plant.
☐ Yes ☐ No

(h) Faculty and staff.
☐ Yes ☐ No

(i) Student activities.
☐ Yes ☐ No

(j) Student personnel.
☐ Yes ☐ No

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?
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:
Mr. Osborn is a dynamic leader who truly believes service to students comes first. He empowers all employees to meet the expectations of their job descriptions. Mr. Osborn is well respected by students, faculty, staff and his administrative team; they know Mr. Osborn supports their efforts. The open door policy allows the entire campus access to Mr. Osborn. The facility is well maintained, superbly decorated, and designed as an environment conducive to learning. Mr. Osborn is very proud of his facility and that emanates to all the campus’ employees.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?
The files of 50 matriculated or active students and graduates from the 2013 CAR were reviewed during the evaluation.

4.02 Does the campus ensure that its student relations reflect high ethical standards?
☐ Yes ☐ No

4.03 Does the campus have appropriate admissions criteria?
☐ Yes ☐ No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes ☐ No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
☐ Yes ☐ No

4.06 Does the admissions policy conform to the campus’s mission?
☐ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☐ Yes ☐ No

4.08 Is the admissions policy administered as written?
☐ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
   ☑ Yes ☐ No

(b) Outlines all program related tuition and fees?
   ☑ Yes ☐ No

(c) Has a signature of the student and the appropriate school representative?
   ☑ Yes ☐ No

(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?
Mr. Wes Camp, director of admissions, is responsible for the oversight of student recruitment. Mr. Camp has a bachelor's degree in theology from California Baptist University, Riverside. He has been in his current position since 2006. Previously, he was a director of admissions at other colleges since 2000.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
The director of admissions for the campus discussed in detail the recruitment procedures, shared admissions forms, training manuals and the supervision process for the admissions representatives. Based on this conversation and observation, the team was able to determine 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?
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

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

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 on page 74 of the 2014 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

(e) 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. Cathy Dropkin, campus academic dean, is responsible for the administration of satisfactory academic progress. Ms. Dropkin has a bachelor’s and a master’s degree in English from Florida State University. She has been in her current position since 1998 and assisted with the opening of the campus. Previously, she was the director of education and dean since 1989 with a variety of career and community colleges.

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 circumstances 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. Angeles Ramirez, director of finance, is the on-site individual responsible for administering student financial aid. Ms. Ramirez joined the Anaheim administrative team as the director of finance in 1999. Previously, she has worked in student financial aid since 1994 with other career colleges.

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. Ramirez is a member of The California Association of Student Financial Aid Administrators (CASFAA) and the National Association of Student Financial Aid Administrators (NASFAA). She has attended the CASFAA and NASFAA conference and one seminar since 2012.

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.  
The campus offers tutoring through their academic success center in the library. The librarian organizes all of the tutoring services. Both instructors and students are used for tutoring services. Academic counseling is offered by department chairs and deans. Personal counseling is offered on a case-by-case basis and students are referred to community resources. An extensive new student orientation is offered each term and career services features prominently in that orientation.

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

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. Aiza Fargas, director of career services, is responsible for the oversight of counseling of students on employment opportunities. Ms. Fargas has a bachelor's degree in Asian studies from University of Santo Tomas in Manila Philippines and an MBA from Westwood College Online. She has been the campus director of career services since 2010. Previously, she was in student advising and a director of career services since 1998.

4.61 Does the campus offer employment assistance to all students?  
- Yes  
- No
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 900.
The ending enrollment reported on the previous year’s CAR is 900.

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

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

☒ Yes ☐ No

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

New students are required to complete entrance counseling prior to starting their program, if their financial aid packages include federal direct student loans, students are required to complete the entrance counseling examination online at www.studentloan.gov. Completion of these modules are documented in their financial aid file. One term prior to graduation, students meet with the financial aid director to discuss loan repayment and to complete the on-line exit counseling modules.

4.67 Describe the extracurricular activities of the campus.

The campus sponsors a quarterly blood drive. Westwood College students volunteer at various organizations in the community such as the Salvation Army, Habitat for Humanity, and local hospice organizations.

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?

As previously mentioned, Ms. Cathy Dropkin, academic dean, is assigned to oversee the educational activities of all programs at the campus. She holds a bachelor’s and a master’s degree in English and has been in her current role since December 1998.

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 chairs have sufficient authority and responsibility for the development and administration of the academic programs as evidenced through review of the campus' academic freedom and governance policies, and team interviews. Daily meetings are held with department faculty, weekly meetings are held with the campus dean and assistant dean, and curriculum development and updates are an ongoing activity.

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

5.14 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?
At the time of enrollment, students may be placed in foundational courses for math and English based on their admissions test scores. This allows them to receive individual instruction to strengthen their skills. Faculty members are very diverse and utilize a variety of methodology evidenced by classroom observations and interviews during the visit. The campus has a formal tutoring program in which students can access free tutoring as needed. In addition to supporting underperforming students, faculty support above average students by providing opportunities that encourage continuous learning.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
All levels of campus stakeholders have involvement in curriculum evaluation and revision. Faculty provide feedback to campus program chairs, who in turn discuss changes with their peers at other Westwood locations.
The campus also garners information from graduates, employers, and advisory committees for recommendations to enhance the curriculum. Team interviews with faculty and department chairs evidence this process is very intact and happens on an on-going basis.

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?
(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

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 Anaheim campus has a scheduled program of in-service training that follows the calendar year. To date, the faculty members have participated in two training sessions. Sign in sheets, agendas and/or copies of slides from the presentations were provided to the team as documentation. Two additional in-service trainings are scheduled for June and November 2014.

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

5.33 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

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

☑ Yes  ☐ No

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general
education courses?
- Yes ☑  No ☐

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

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
- Yes ☑  No ☐

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
- Yes ☑  No ☐

5.40 Do the program's general education courses meet Council standards?
- Yes ☑  No ☐

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
- Yes ☑  No ☐

GENERAL COMMENTS:
The team appreciated the hospitality and the courteous welcome given by Westwood College staff and faculty. There is a positive and inspiring atmosphere on campus. Student interviews confirmed that they were highly satisfied with their learning experience and would recommend Westwood College to their friends.

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 Anaheim campus is located at 1551 S. Douglass Road, Anaheim, CA 92806. The college occupies approximately 50,000 square feet of office space in a two story build-to-suit professional building. The facility includes theory classrooms and laboratories, interior design resource library, learning commons, student commons, student study rooms, student game room, faculty commons area, testing center, academic support center, interior design resource library, life-drawing classroom, and administrative offices. Each classroom contains a faculty computer and ceiling mounted LCD projector. All computers have internet access and the entire facility is WiFi enabled. Televisions and DVD players are available for instructional use. Ample parking is available for students, staff and visitors. Special facilities available for disabled persons include 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

GENERAL COMMENTS:
The Anaheim campus is well-designed, clean, with ample space to create an environment conducive to learning, teaching, and administrative activities being conducted. The campus is immaculately maintained and supports the programs the campus offers. The team is impressed with the professional appearance of the campus, the arrangement of the instructional space, and the contemporary furnishings and equipment.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the 2014 Westwood College California/Colorado/Georgia/Virginia Academic Catalog, volume 5, number 1 and addendum dated May 9, 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
(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.

☐ Yes  ☐ No  ☐ Not Applicable

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

☐ Yes ☐ No

If Yes, does the catalog contain the following?

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

☐ Yes ☐ No

(b) Any additional or different admissions requirements for students taking distance education courses.

☐ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)

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

☐ Yes ☐ No ☐ Not Applicable (no additional tests are given)

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

☐ Yes ☐ No

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

☐ Yes ☐ No ☐ Not Applicable (there are no additional costs and fees)

7.07 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?
(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 ☒

Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
Yes ☐ No ☒

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

Where does the campus advertise (publications, online, etc.)?
The campus advertises via: various print publications, television advertisements and the campus website.

Are all print and electronic advertisements under acceptable headings?
Yes ☐ No ☒

Does the campus use endorsements, commendations, or recommendations in its advertising?
Yes ☐ No ☒

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
Yes ☐ No ☒

Does the campus utilize services funded by third parties?
No ☒ Yes ☐

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

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)

What institutional performance information does the campus routinely provide to the public?
The campus publishes graduation rates, retention rates, and placement rates.

Where is this information published and how frequently is this information being updated?
The information is published on the campus website and is updated annually.

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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?
Mr. Edward Coslett, campus librarian, regularly solicits feedback from campus faculty for continuous assessment of resources and information services. He visits 15 to 20 classes each term and talks directly with students to assist with available library resources and to consider their requests. In addition, the campus recognizes the students' need for physical collections as well electronic.

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: $35,832.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?
The campus has utilized $22,650.35 of the current year's budget which includes the purchase and payment of online subscriptions, periodicals, books, and DVD's.

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?
During conversations with faculty and with the librarian, the team was informed in many courses, the syllabi calls for projects to be completed or for some kind of research to take place in given subjects to enhance the
learning experience. Faculty also invite the librarian to their classroom for guidance and direction in completing specialized research.

Are these methods appropriate?
☐ Yes ☐ No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☐ Yes ☐ No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
☐ Yes ☐ No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☐ Yes ☐ No ☐ Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.
The campus offers several full-text online collections including Ebooks on Ebscohost, Proquest, Stat!Ref, and Pubmed Central in addition to a list of other online resources available to all students.

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?
Mr. Coslett is the on-site librarian. He holds a bachelor’s degree in communication from the University of Pittsburgh in West Chester, Pennsylvania and a master’s degree in library & information science from Drexel University in Philadelphia, Pennsylvania. Mr. Coslett has three years of experience in research libraries and five years of experience in career college libraries. He assumed his current role in March 2012. The library is staffed from 7 a.m. to 9 p.m. Mr. Coslett posts specific hours for himself and the work study library assistants, who he is directly responsible for training.

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

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?
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

9. PROGRAM EVALUATION

Academic Associate's degree in Graphic Design
Bachelor's degree in Game Art
Bachelor's degree in Graphic Design/Visual Communications
Bachelor's degree in Graphic Design

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. Robert Peterson administers the programs of graphic design/visual communications and game art. Mr. Peterson has been employed by the campus for 15 years and has held the position of department chair for 14 years. He earned an academic associate's degree in art from Fullerton College, Fullerton, California, a bachelor's degree in painting from California State University Fullerton, and a master's degree in painting from California State University-Fullerton. His previous professional experience includes work as a creative director in medium range advertising agencies as well as a marketing director for corporate client accounts. Mr. Peterson currently serves as vice-president of the local chapter of the American Advertising Federation. He supervises four adjunct instructors and occasionally teaches in areas of his primary design interests.

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

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☑ Yes  ☐ No

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

The greater metropolitan Anaheim area offers many community resources for program enrichment. The area has unique opportunities for students in the areas of film, television, music, entertainment, tourism and corporate commercial design. The composition of the program advisory committee meetings includes members of the professional community representing graphic design, multi-media, marketing, production art, and animation. Field trips include visits to local design/production studios, museums and other design studios. Guest speakers participate on a regular basis and come with professional backgrounds from creative media, advertising, animation and print design as well as film/video direction. The campus sponsors an evening where local designers come to review graduation student's portfolios for possible working relationships. The campus maintains a high profile in the areas of student design competitions. The campus boasts 26 Regional Addy awards that line the hallways. The hallways feature student work which serves to acquaint both students and visitors to the campus with the on-going student work. Students volunteer for local public service activities and also join the Ad Club of Southern California.

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 website, 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

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree in Graphic Design - 1
Bachelor's degree in Graphic Design/Visual Communications - 5
Bachelor's of science in Game Art - 4

How many calls to employers or graduates were successful?
The following calls, by program, were successful:
Academic associate's degree in Graphic Design - 1
Bachelor's degree in Graphic Design/Visual Communications - 3
Bachelor's of science in Game Art - 2

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

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.
The team was presented with homework assignments that corresponded to grades on grade sheets, which also included comments from the instructor. Anticipated homework time is indicated on the syllabi.

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.
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 ☐

9.29 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

9.42 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?
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 hallways are enhanced with the framed work of current and past students, which allows visitors to the campus to see work produced by the students.

COMMENDATIONS:
The team commends the librarian for his personal commitment to the education of the students and his own involvement in the dedication to the excellence of the students' experience. The team reviewed both current student and graduate portfolios and found them to be suitable for employment interviews and professional consideration.

9. PROGRAM EVALUATION

Academic Associate's degree in Criminal Justice
Academic Associate's degree in Paralegal
Bachelor's degree in Criminal Justice

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?

Dr. Alfonso Valdez, program chair, oversees the criminal justice programs. Dr. Valdez holds bachelor's degrees in biology and chemistry from the University of California Irvine, a master's degree in law and a PhD in psychology both from California Southern University, Los Angeles. He brings 30 years of experience in the field to the campus, and of special note he holds certification as a gang expert.

Ms. Kimberly Thomson is the interim program chair for the paralegal program. Ms. Thomson holds a bachelor's degree in speech from California State University Long Beach and a JD from Southwestern Law School, Los Angeles, 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)

   An 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 team reviewed program advisory committee meeting minutes for the criminal justice programs. Recent field trips include visits to the following sites/events: Patton State Mental Hospital, Theo Lacy Jail, Chapman University-“Remembering the Past toward Healing our Future”, Santa Ana Community Court, Orange County probation office, John Wayne Airport and Garden Grove Police Department. Guest speakers were a student favorite. The following experts in the field have addressed the criminal justice students: Orange County sheriff Robert Mann, Mr. Walter Clark- female-to-male transgender individual and Ms. Melissa Brat, the Los Angeles city investigator. The criminal justice program has two active student organizations, the Criminal Justice Honor Society and the Criminal Justice Student Association.

   The team reviewed program advisory committee meeting minutes for the paralegal program. Recent field trips include visits to the Orange County Law Library and Orange County paralegal association workshops. In addition, Ms. Katherine Schwenke, paralegal, and Ms. Kai Williamson of the Orange County Paralegal Association, have given classroom presentations.

   Other activities include a mixer with alumni, community representatives, and students; and a Moot Court Competition with the American Collegiate Moot Court Association. Finally, the campus serves as an exam site for National Association of Legal Assistant’s certified legal assistant exam.

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

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

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 for the following programs:
Academic Associate’s degree in paralegal - 3
Bachelor’s degree in Criminal Justice - 15

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
Bachelor’s degree in Criminal Justice - 7.

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

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

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

☐ Yes  ☐ No  ☐ Not Applicable

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.
The team reviewed graded homework which was recorded in each instructor’s grade book.

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

9.42 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 Health Information Technology

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?
Ms. Carole Sanders, department chair since 2013, oversees the program. Ms. Sanders holds an associate's degree in health information technology from Cypress College, an associate's degree in medical assisting-administrative from Orange Coast College, a bachelor's degree in health information administration from Loma Linda University, and a master's degree in health information management from The College of Saint Scholastica. Ms. Sanders has over 35 years of experience working in the allied health field, both as a practitioner and as an educational administrator.
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 (There are no graduates of the program.)

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

The program placement for the academic associate's degree in health information technology was reported as zero percent as there were no graduates from this program as reported on the 2013 CAR.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program has sufficient community support, as witnessed by an active advisory committee and the use of field trips. A recent field trip was made to the Orange County Health Information Association.

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 website, 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

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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?
[X] 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  [X] 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  [X] Not Applicable

9.20 Does the campus participate in Title IV financial aid?
[X] 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?
[X] Yes  [ ] No  [ ] Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
[X] Yes  [ ] No  [ ] Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided with samples of graded homework, verified with students that homework is graded and required for each course, and reviewed homework as listed on syllabi.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
[X] Yes  [ ] No
(b) Instructional equipment.
[X] Yes  [ ] No
(c) Resources.
[X] Yes  [ ] No
(d) Personnel.
[X] Yes  [ ] No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
[X] Yes  [ ] No
(b) Well-defined instructional objectives.
[X] Yes  [ ] No
(c) The selection and use of appropriate and current learning materials.
[X] Yes  [ ] No
(d) Appropriate modes of instructional delivery.
[X] Yes  [ ] No
(e) The use of appropriate assessment strategies.
[X] Yes  [ ] No
(f) The use of appropriate experiences.
☑ 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

Diploma in Medical Assisting
Academic Associate's degree in Medical Insurance Coding and Billing
Academic Associate's degree in Medical Office Management

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. Kyle Smith, program chair since March 2014, oversees the allied health programs. Mr. Smith holds a bachelor’s degree in health science from California State University Long Beach. Mr. Smith is a registered medical assistant, basic life support instructor and certified provider in Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED). He has over 20 years of experience in the allied health field, both as a practitioner and as an educational administrator.

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

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

The program retention for the associate's degree in medical insurance billing and coding was reported as 50 percent. There are only two students in the program, so the mitigating circumstances exception applies.

The program placement for the diploma in medical assistant was reported as 50 percent. There are only two students in the reporting period so the mitigating circumstances exception applies.

The program placement for the associate's degree in medical office management was reported as zero percent. There were no students available for placement during the 2013 CAR reporting period.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The programs have strong community support, as witnessed by contracts for clinical placement in local urgent care sites with availability for externship assignments. Guest speakers present on topics such as a heart transplant from a patient's perspective; blood drive processes as presented by Ms. Rebecca O'Rourke from American Red Cross, and bone marrow donor programs as presented by Ms. Alessandra Satrape, Be The Match recruitment specialist. The students took a recent field trip to Body Worlds, and there is an active program advisory committee.

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

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?
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 was one call made to employers for the associate's degree in medical insurance billing and coding.

How many calls to employers or graduates were successful?
There was one successful call for the associate's degree in medical insurance billing and coding.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
There was one call that confirmed the employment of the graduate for the associate's degree in medical insurance billing and coding program 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

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.
The team was provided with graded homework; verified with students that homework is graded; and reviewed homework assignments as stated on the syllabi.

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.
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

9.29 Are teaching loads reasonable?

☐ 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?

The current student/teacher ratio is 6:1.

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

☐ 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?
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

Occupational Associate's degree in Information Technology
Academic Associate's degree in Information and Network Technologies
Bachelor's degree in Information and Network Technologies: Major in Network Management

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. Thomas Garvey is assigned to administer these academic programs. Mr. Garvey holds a bachelor's degree in accounting from Polytechnic University of Pomona, California and an MBA degree from Chapman University, Orange, California. Mr. Garvey holds the following industry certifications: Microsoft Certified Trainer (MCT), Microsoft Certified Solutions Expert (MCSE), Microsoft Certified Database Administrator (MCDBA), CompTIA Certified Technical Trainer (CTT+), and CompTIA A+ certifications. Mr. Garvey's experiential qualifications include employment as an operations/human resources director for the Turnip Rose Corporation, and as an operations director at Catalina Channel Express.

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)

Question 9.06 is answered for the bachelor's degree in Information and Network Technologies: Major in Network Management.
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

The placement rate for the occupational associate's degree in information technology and the academic associate's degree in information and network technologies were reported as zero percent. There were no graduates in either program as reported on the 2013 CAR.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
These programs utilize a program advisory committee consisting of local industry professionals that provide recommendations and feedback on the needs of local industry. Documentation shows there was a meeting held on November 7, 2013, where attendees discussed current industry trends, industry certifications, as well as Westwood College's new associate's of occupational studies program in information technology. The team also found documentation for field trips students attended, including an electronics show on February 12, 2014. The program has a student information technology club entitled Networking and Information Club (NIC) that participates in community outreach. These outreach experiences include providing computer repair services to individuals and organizations in the local 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)

9.13 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 for the Bachelor's degree program in Information and Network Technologies -11

How many calls to employers or graduates were successful?
The following number of calls was successful for the Bachelor's degree program in Information and Network Technologies -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 of the 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  - [x] Not Applicable

9.20 Does the campus participate in Title IV financial aid?
- [x] 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?
- [x] Yes  - [ ] No

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
- [x] Yes  - [ ] No  - [ ] Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
The team reviewed instructor gradebooks that included graded out-of-class work assignments.

9.23 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
- [x] Yes  - [ ] No
(b) Instructional equipment.
- [x] Yes  - [ ] No
(c) Resources.
- [x] Yes  - [ ] No
(d) Personnel.
- [x] Yes  - [ ] No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
- [x] Yes  - [ ] No
(b) Well-defined instructional objectives.
- [x] Yes  - [ ] No
(c) The selection and use of appropriate and current learning materials.
- [x] Yes  - [ ] No
(d) Appropriate modes of instructional delivery.
- [x] Yes  - [ ] No
(e) The use of appropriate assessment strategies.
- [x] Yes  - [ ] No
(f) The use of appropriate experiences.
- [x] Yes  - [ ] No
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 [ ]

9.29 Are teaching loads reasonable?
   - 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?
   - The current student/teacher ratio is 3:1.

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 [ ]

9.36 Are the second-year courses based upon appropriate first-year prerequisites?
   - 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

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
- Yes □ No

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

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

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

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

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

GENERAL COMMENTS:
Students interviewed by the team were highly complimentary of the school in general, and the faculty in particular, indicating they thought they are being well-prepared for careers in the information technology industry.
9 PROGRAM EVALUATION

Bachelor's degree in Game Software Development

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. Glennon Neubauer is assigned to administer this academic program. Mr. Neubauer holds an associate's degree in real estate from Rio Hondo College, Whittier, California, a bachelor's degree in business administration management from California State University, Los Angeles, California, and an MBA degree from Westwood College Online. Mr. Neubauer's experiential qualifications include employment as a contract software game developer for his own company, Ethos Group, a software trainer at Rightway Training Center, and a computer programming instructor at Computer Learning Center.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 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 program utilizes a program advisory committee comprised of local industry professionals who provide recommendations and feedback on the needs of local industry. Documentation shows there was a meeting held on October 23, 2013, where attendees discussed the value of industry certifications, exposing students to relevant mathematics and acquiring C++ language skills. The team also found documentation showing multiple guest speakers sharing their expertise with students and a student club entitled "the League," that facilitates student software projects.

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:
(1) 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 4 calls attempted to the graduates or employers of the bachelor’s degree in Game Software Development program.

How many calls to employers or graduates were successful?
There was 1 successful call.

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 confirmed the employment of the graduate 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

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

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 instructor gradebooks that included graded out-of-class work assignments

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

9.42 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

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
Associate's degree in Business Administration
Bachelor's degree in Business Administration: Accounting
Bachelor's degree in Business Administration: Healthcare Management
Bachelor's degree in Business Administration: Human Resource Management
Bachelor's degree in Business Administration: Management
Bachelor's degree in Business Administration: Marketing
Bachelor's degree in Business Administration: Project Management

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. Tim Garvey is the business program department chair. He holds a bachelor's degree in management and accounting from California Polytechnic University of Pamonia and an executive MBA degree from Chapman University in Orange, California. Mr. Garvey has been with Westwood in Anaheim for 11 years. He began as an adjunct faculty member and moved to full-time prior to becoming the department chair. Previously, he was employed by the Computer Education Institute (CEI) which is now part of Everest College; Ralph's Grocery in California as a manager; Smith-Kline-Beckman as an operations manager in production control, and Catalina Express as an information technology specialist.

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 program placement for the associate's degree in business administration, bachelor's degree in business administration - accounting, the bachelor's degree in business administration - human resource management and the bachelor's degree in business administration - marketing is reported as zero percent. There were no graduates in these programs during the 2013 CAR reporting period.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes guest speakers, field trips, and an advisory council. The advisory council, which meets twice a year, has four to five community leaders who are potential employers of Westwood students. Guest speakers give presentations about job challenges, the industry, and workplace expectations. Students have taken field trips to Coca-Cola to meet with management staff, learning marketing techniques, housing of inventory, and day-to-day operations; New Green Day recycling company where students learned the business of recycling, recyclable units within businesses, containerizing, interviewing Green Day employees, and reprocessing products and selling to China, and Disneyland where students learned about the operations of the park, the hiring process, money tabulations, park management.

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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
- Yes ☐ No

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

How many calls to employers or graduates were attempted?
The following numbers of calls was made to employers for the following programs:
Bachelor's degree in Business Administration Health Care - 4
Bachelor's degree in Business Administration Management - 4
Bachelor's degree in Business Administration in Marketing Management - 4

How many calls to employers or graduates were successful?
The following numbers of calls, by program, was successful:
Bachelor's degree in Business Administration Health Care - 2
Bachelor's degree in Business Administration in Management - 3
Bachelor's degree in Business Administration in Marketing 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.
All of the successful contacts confirmed the employment of the graduates as reported on the 2103 CAR.

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

- Yes
- No
- Not Applicable

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.
Out-of-class work is evaluated by in-class verification. Instructors utilize quizzes or additional lectures with reading assignments. Homework is presented to the instructor and grades are posted online. The team verified the postings in the CampusVue system within the business management department.

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

9.42 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 team compliments Mr. Garvey, business management program department chair. The compliments from student interviews demonstrated their incredible respect and kudos to Mr. Garvey for his involvement and level of interaction with them to ensure their successes.

The team commends Mr. Gary Quire, business management instructor. Students in his classroom offered excellent comments regarding Mr. Quire’s instructional techniques and his business knowledge.

Mr. Coslett, Westwood librarian, is helpful, courteous, and knowledgeable about the business management resources. The entire faculty complimented Mr. Cotton on his interactions with the students and his helpful support of faculty.

9. PROGRAM EVALUATION

Academic Associate’s degree in Construction Management
Academic Associate’s degree in Computer Aided Design/Architectural Drafting
Bachelor’s degree in Interior Design
Bachelor’s degree in Construction Management

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

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Mr. Al Nikroo, program chair since 2009, oversees the interior design, computer aided design/architectural drafting and construction management programs. Mr. Nikroo holds a master’s degree in architecture from California State Polytechnic University and bachelor’s degree in mathematics from the University of California Los Angeles. Mr. Nikroo has over 20 years of experience in the architecture and design industries, as both an educator and practitioner.

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?
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
(b) Student placement rate of 70 percent?
   ☐ Yes ☑ No

The program placement rate for the academic associate's degree in construction management was reported as zero percent. There were no graduates in this program for the 2013 CAR reporting period and mitigating circumstance exception applies.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
In all three programs reviewed, there was documented evidence of field trips, guest speakers and program advisory committee meeting minutes. Guest speakers include professionals from the design, engineering and construction industries. The student chapter of The American Society of Interior Designers (ASID) offered student members the opportunity to take a field trip to Italy over winter break in 2013.

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

How many calls to employers or graduates were attempted?  
The following number of calls was made to employers for the following programs:
Academic Associate's degree program in Computer Aided Design/Architectural Drafting - 2
Bachelor's Degree program in Interior Design - 7
Bachelor's Degree program in Construction Management - 4
How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
Academic Associate's degree program in Computer Aided Design/Architectural Drafting - 2
Bachelor's Degree program in Interior Design - 2
Bachelor's Degree program in Construction 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.
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

(Section 3-1-303(a)): Documentation was not available to verify one graduate in the construction management program as "not available for placement." At the time of Mr. Adrien Ureno's hire to a full-time position in the Anaheim campus business office he was enrolled in a construction program at California State University Fullerton. He was allowed to transfer to the Westwood College Anaheim campus construction management program, and the campus believed Mr. Ureno was waived from placement since he was a campus employee. He should have been classified as "placed out-of-field."

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

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 was provided examples of graded homework and exams, the syllabi also provide documentation of how assignments are graded.

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

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☒ Yes ☐ No

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

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

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

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

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

GENERAL COMMENTS:
Students interviewed by the team were highly complimentary of the campus, administrators, teachers and curriculum.
**SUMMARY**

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3-1-303(a)</td>
<td>One student was misclassified on the 2013 CAR (page 66).</td>
</tr>
</tbody>
</table>
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.
2nd edits.

Ian Harazduk
Manager, Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, D.C. 20002
Tel: (202) 336-6795
Fax: (202) 842-2593

Miss E,

5 more...

Ian Harazduk
Manager, Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
November 8 - 11, 2012
The Cosmopolitan of Las Vegas
ADDITONAL LOCATION
VERIFICATION VISIT
REPORT

ITT Technical Institute- Douglasville
Name of Additional Location

5905 Stewart Parkway
Street Address

Douglasville, GA 31035
City, State, Zip

(678) 715-2100
Telephone Number

00107729
ACICS ID Code

ITT Technical Institute
Name of Main Campus

9511 Angola Court
Street Address

Indianapolis, IN 46268
City, State, Zip

(317) 875-8640
Telephone Number

00016040
ACICS ID Code

Melonie Vanderpool-Wyatt
Name of ACICS Staff Representative

October 11, 2012
Date of Visit
## PROGRAMS OFFERED BY
ITT Technical Institute
Douglasville, Georgia

<table>
<thead>
<tr>
<th>CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate’s, Academic Associate’s, Bachelor’s, Master’s, or Doctoral)</th>
<th>APPROVED PROGRAM TITLE</th>
<th>Enrollment: Full-time/Part-time</th>
<th>Enrollment: Day/Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Associate’s</td>
<td>Network Systems Administration</td>
<td>27/2</td>
<td>14/15</td>
</tr>
<tr>
<td>Academic Associate’s</td>
<td>Electrical Engineering Technology</td>
<td>14/2</td>
<td>0/16</td>
</tr>
<tr>
<td>Academic Associate’s</td>
<td>Drafting and Design Technology</td>
<td>10/0</td>
<td>0/10</td>
</tr>
<tr>
<td>Academic Associate’s</td>
<td>Criminology and Forensic Technology</td>
<td>9/2</td>
<td>0/11</td>
</tr>
<tr>
<td>Academic Associate’s</td>
<td>Business Management</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL ENROLLMENT: 66**

*For any program with no enrollment, identify below the expected date of enrollment.*

- Associates in Business Management – Projected start date is December 2012.
• Who is the on-site chief administrative officer of the additional location? List the individual's academic credentials and describe his/her professional experience.

The on-site administrator is for the ITT Douglasville Campus is Mr. Thomas Pitts. Mr. Pitts became the director of this campus at its inception in March 2012. Prior to becoming the campus director at ITT Douglasville, Mr. Pitts was the district director of operations and the regional director of career services and admissions for ATI Enterprises for three years, director of strategic sales development at US Security Associates, Inc. for seven years, director of recruitment at two different campuses for ITT Educational Services for 3 years. Mr. Pitts is also a pastor. He holds a bachelor's degree in Business Administration from Memphis State University and a master's degree in Divinity from Mercer University.

1. Describe how appropriate provisions have been made for supervision and monitoring of the additional location by the administration of the oversight campus.

The oversight campus provides the Douglasville location with a number of resources to aid in their campus start-up. The district manager visits the campus every 3 weeks as well as holds quarterly meetings. The campus is provided with a checklist of things that need to be completed by specific times (ie. First week, 30 days, 60 days, 6 months, etc). They also have quarterly compliance reports. In addition the campus director attend a conference call every Tuesday with the regional director and any needed specialists to go over weekly progress and specific campus needs. The director of finance attended week long training. Staff and faculty can access e-campus trainings. There is also a shared drive that can be accessed to retrieve needed forms, tips, guidelines and much more. After speaking with the director she informed me that he feels like he is having any and all of her questions answered and is receiving all the assistance she needs in getting the campus on its feet. He can also call other local ITT campus’ and they will come over and help.

2. Are there any campus additions (or extension sites) associated with this additional location?

No _X__
Yes____

If yes, please list locations:

__________________________________________

3. Cite evidence that the additional location is authorized to operate by the state.

The campus provided the following documents:

• Certificate of Authorization (certificate number 968) from the Nonpublic Postsecondary Education Commission to offer instruction. Valid April 18,

4. Cite evidence that the additional location 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.)

The campus currently has 29 employees listed as follows:

<table>
<thead>
<tr>
<th>Name (Last, First, Middle)</th>
<th>Degree - Institution - Major/Minor</th>
<th>Faculty - Course(s) Teaching Admin Staff - Position Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitts, Thomas *</td>
<td>M.Div. - Mercer University, Atlanta, GA - Divinity; BA - University of Memphis, Memphis, TN - Business Administration</td>
<td>Campus Director</td>
</tr>
<tr>
<td>Hugley, Cody</td>
<td>BA - American InterContinental University, Atlanta, GA - Business/Human Resources</td>
<td>Director of Finance</td>
</tr>
<tr>
<td>Patterson, Justin</td>
<td>BS - North Georgia College &amp; State University, Dahlonega, GA - Education</td>
<td>Registrar</td>
</tr>
<tr>
<td>Smith, Robert</td>
<td>Diploma - Cerritos H.S., Cerritos, CA - General</td>
<td>Director of Recruitment</td>
</tr>
<tr>
<td>Williams, Eric</td>
<td>BS - Florida A&amp;M University, Tallahassee, FL - Data Processing Technology</td>
<td>Director of Career Services</td>
</tr>
<tr>
<td>Daniel, Kelly</td>
<td>AA - ITT Technical Institute, Kennesaw, GA - CNS</td>
<td>System Support Technician</td>
</tr>
<tr>
<td>Harrison, Nancy</td>
<td>Diploma - Ellington H.S., Ellington, CT - General</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Knapp, Hanna</td>
<td>Diploma - Alexander H.S., Douglasville, GA - General</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Walton, Melanie</td>
<td>BA - University of West Georgia, Carrollton, GA - Finance</td>
<td>Financial Aid Coordinator</td>
</tr>
<tr>
<td>Lindsey, Robert</td>
<td>MS - Bradley University, Peoria, IL - Civil Engineering / Construction; BS - Bradley University, Peoria, IL - Civil Engineering</td>
<td>Dean</td>
</tr>
<tr>
<td>Stanovak, David</td>
<td>MLIS - University of Wisconsin, Milwaukee, WI - Library Information Science; BA - Cleveland State University, Cleveland, OH - Theater</td>
<td>Librarian</td>
</tr>
<tr>
<td>Ammazi, McDonald *</td>
<td>PhD - Capella University, Minneapolis, MN - Human Services; MA/MS - Central Michigan University, Lansing, MI - Healthcare Administration; BA - DeVry University, Decatur, GA - Computer Science; BA - Kennesaw University, Marietta, GA - Management</td>
<td>Substitute Adjunct in General Studies and Network Systems Administration</td>
</tr>
</tbody>
</table>

Revised September 2011
<table>
<thead>
<tr>
<th>Name</th>
<th>Education</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonsu, Kwadwo</td>
<td>MS - Clark Atlanta University, Atlanta, GA - CIS; BS - DeVry University, Decatur, GA - EET</td>
<td>Strategies For The Technical Professional, Computer Structure and Logic, Introduction to Networking</td>
</tr>
<tr>
<td>Chu, James</td>
<td>MS - University of South Florida, Tampa, FL - Electrical Engineering; BS - University of South Florida, Tampa, FL - Engineering-General</td>
<td>DC-AC Electronics</td>
</tr>
<tr>
<td>Frederick, Jason</td>
<td>MA - Georgia State University, Atlanta, GA - Mathematics Education; BS - Morehouse College, Atlanta, GA - Computer Science</td>
<td>Problem Solving Theory</td>
</tr>
<tr>
<td>Randolph, Raymond</td>
<td>MS - Central Michigan University, Mt. Pleasant, MI - Information Resource Management; BS - DeVry University, Decatur, GA - Computer Information Systems</td>
<td>Computer Structure and Logic, Client Server Networking</td>
</tr>
<tr>
<td>Reeves, Olufemi</td>
<td>BA - The Art Institute of Atlanta, Dunwoody, GA - Graphic Design</td>
<td>Substitute Adjunct in Drafting and Design Technology</td>
</tr>
<tr>
<td>Tchouaffe, Michel</td>
<td>M.Arch. - Georgia Institute of Technology, Atlanta, GA - Architecture; Architecte DPLG - Ecole d' Architecture Paris, Tolbiac, France - Architecture</td>
<td>Introduction to Drafting and Design Technology</td>
</tr>
<tr>
<td>Thielemier, Carrie</td>
<td>MS - Arkansas State University, Jonesboro, AR - Math; BA - Black River Technical College, Pocahontas, AR; AA - Black River Technical College, Pocahontas, AR; General Education</td>
<td>Strategies For The Technical Professional, Problem Solving Theory, College Mathematics</td>
</tr>
<tr>
<td>West, Ryan</td>
<td>MA(TS) - Columbia Theological Seminary, Decatur, GA - Ethics; BA - University of Texas at Arlington, Arlington, TX - Criminal Justice</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>Bostic, Y. Theresa</td>
<td>BS - Brenau University, Atlanta, GA - Business Administration; AS - Atlanta Metropolitan College, Atlanta, GA - Business Administration</td>
<td>Representative</td>
</tr>
<tr>
<td>Clark, Tammy</td>
<td>BS - DeVry Institute of Technology, Atlanta, GA - Computer Information Systems</td>
<td>Representative</td>
</tr>
<tr>
<td>Fulcher, David</td>
<td>MA/MS - University of Windsor Windsor, Windsor, ON - Graduate Business MBA with Honors/Graduate Business</td>
<td>Representative</td>
</tr>
<tr>
<td>Gray, Matthew</td>
<td>AA - University of Phoenix, Phoenix, AZ - Business Administration</td>
<td>Representative</td>
</tr>
<tr>
<td>Holloway, Artemas</td>
<td>MBA - University of Maryland University College, Adelphi, MD - Business Administration; BS - Auburn University, Auburn, AL - Transportation</td>
<td>Representative</td>
</tr>
</tbody>
</table>
5. What is the total enrollment figure for the additional location at the time 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 ITT Douglasville campus currently enrolls 66 students, 60 full-time and 6 part-time. There are 14 day students (all full time) and 52 evening students (46 full time and 6 part time).

6. Cite evidence that appropriate personnel records, including official transcripts (where necessary) are on file for all administrative staff and faculty.

After reviewing all files all required documents and transcripts are on file as necessary.

7. Cite evidence that appropriate (including a combination of in-service and professional growth activities) faculty development plans are on file for all faculty.

After reviewing all faculty files there is evidence of development plans and supporting documents as required.

8. Describe the advertising and recruitment practices used to attract students to the additional location.

The ITT Douglasville campus utilizes TV commercials, direct mails, brochures, pamphlets and their website as part of their advertising.

9. Describe the admissions process used at the additional location.

If a student is interested in attending ITT Douglasville Campus they must first come in and meet with an admissions representative. During their initial meet they discuss their goals. A media presentation is given and the prospective student is given a tour. If the student is then interested in applying to the school they fill out an application. The student then takes the Wonderlic exam.
and meets with a financial aid coordinator. Prior to their first day of class they will attend a new student orientation.

10. Cite evidence that the additional location 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 additional location may have to acquire faculty in the future.)

The campus currently employs 7 adjunct faculty, 3 substitute adjunct faculty and the dean. There are currently 12 courses being offered. Classes are held on Monday, Tuesday and Thursday.

11. Describe the instructional resources (i.e. library materials) available to students and faculty at the additional location.

There are adequate books, magazines and learning resources available in the Learning resource center. Students and faculty also have access to the virtual library.

12. Is the instructional equipment available for faculty and student usage at the additional location sufficient to support the initial class start?

Yes. The campus has adequate space, equipment and resources. The computer labs, and electronics labs appear to be fully stocked and have ample space for student work. The campus is also in preparation of completing the build out of the criminal justice lab which is expected to be completed by the end of the year. The campus also has a number of empty classrooms that will be able to accommodate future increases in population.

13. Describe the physical facility. (Include plans for future expansion if applicable.) Does the facility appear to be adequate and appropriate to support the educational programs offered and the current student enrollment at the additional location?

The ITT Douglasville campus is located inside a shopping complex. The building occupies 18,966 square feet. The campus consists of an administrative suite which houses admissions, financial aid, registrar and the campus director. There is also an academic suite where the dean and all faculty are located. There are 3 labs, 6 conference rooms, 9 theory rooms, a bookstore, learning resource center, career services suite, student internet cafe, and faculty lounge. There lavatories are handicap accessible and there is ample parking for staff, students and visitors.

14. Cite evidence that shows that the physical facility is in compliance with local fire, safety, and health codes. (certificate of occupancy, fire inspection, etc.)

The campus has a valid certificate of occupancy. See complete listing in
question 3.

15. Describe the catalog which is used at the additional location and how it reflects the operations and services of the additional location.

The ITT Douglasville campus utilizes the Douglasville, GA 2012-2013 catalog Volume 4 published September 21, 2012 and effective until September 21, 2013 unless revised. The catalog contains all of the required elements. There is a catalog addendum to address current faculty members.

SUMMARY

There are no areas of non-compliance.
NEW GRANT

ITT TECHNICAL INSTITUTE
12200 Westhaven Drive
Little Rock, AR 72211
ACICS ID Code: 00016044

MAIN
ITT Technical Institute
Indianapolis, IN 46268
ACICS ID Code: 00016040

Herb Brubaker, Director @itt-tech.edu

September 25-26, 2012

Paul Lacroix  Chair  Johnson & Wales University  Providence, RI
Kathleen Bigelow  Student-Relations Specialist  Bowling Green State University  Phoenix, AZ
David Hyslop  Educational Activities  Bowling Green, OH
Beverly Allen  Criminal Justice & Paralegal Specialist  Pittsburgh, PA
Harchick
Al Nikroo  Drafting & Construction Management Specialist  Westwood College  Anaheim, CA
Paul Ryal  Graphic Communications & Design/Visual Communications Specialist  Remwood College  Colorado Springs, CO
Michael Jordan  Electronics Engineering Specialist  MJB Enterprises, Inc.  Fishers, IN
David Hoehn  Information Technology Network Systems Specialist  Brown College  Saint Peter, MN
Thomas Evans  Project Management Specialist  St. Petersburg College  Largo, FL
Lindsey Withem  Senior Accreditation Coordinator  ACICS  Washington, DC
## PROGRAMS OFFERED BY
**ITT TECHNICAL INSTITUTE**  
**LITTLE ROCK, ARKANSAS**

<table>
<thead>
<tr>
<th>ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)</th>
<th>APPROVED PROGRAM TITLE</th>
<th>Clock Hrs.</th>
<th>Qtr. Hrs.</th>
<th>Enroll: Full-time/Part-time</th>
<th>CAR Retention &amp; Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Associate's</td>
<td>Criminal Justice</td>
<td>1010</td>
<td>96</td>
<td>18/11</td>
<td>67.9% 45% 58.5% na</td>
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<tr>
<td>Academic Associate's</td>
<td>Criminology &amp; Forensic Technology*</td>
<td>981</td>
<td>94.5</td>
<td>6/2</td>
<td>na na Na na</td>
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<tr>
<td>Academic Associate's</td>
<td>Paralegal Studies</td>
<td>1100</td>
<td>96</td>
<td>4/4</td>
<td>58.6% na Na na</td>
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<tr>
<td>Academic Associate's</td>
<td>Computer Drafting &amp; Design Technology</td>
<td>1130</td>
<td>96</td>
<td>1/4</td>
<td>64.1% 65.5% 65.4% 60%</td>
</tr>
<tr>
<td>Academic Associate's</td>
<td>Drafting and Design Technology</td>
<td>1058</td>
<td>90</td>
<td>11/9</td>
<td>na na Na na</td>
</tr>
<tr>
<td>Academic Associate's</td>
<td>Graphic Communication Design</td>
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<td>90</td>
<td>16/5</td>
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</tr>
<tr>
<td>Academic Associate's</td>
<td>Visual Communications Design</td>
<td>1120</td>
<td>96</td>
<td>3/6</td>
<td>63.4% 18.2% 67.3% 66.7%</td>
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<tr>
<td>Academic Associate's</td>
<td>Computer Electronics Engineering Technology</td>
<td>1120</td>
<td>96</td>
<td>13/7</td>
<td>61.8% 75% 61.2% 68.2%</td>
</tr>
<tr>
<td>Academic Associate's</td>
<td>Electrical Engineering Technology</td>
<td>1058</td>
<td>90</td>
<td>59/15</td>
<td>na na Na na</td>
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<tr>
<td>Academic Associate's</td>
<td>Computer Network Systems</td>
<td>1120</td>
<td>96</td>
<td>11/9</td>
<td>59.7% 68.2% 63.4% 61.3%</td>
</tr>
<tr>
<td>Academic Associate's</td>
<td>Network Systems Administration</td>
<td>1058</td>
<td>90</td>
<td>61/16</td>
<td>na na Na na</td>
</tr>
<tr>
<td>Academic Associate's</td>
<td>Business Management*</td>
<td>1026</td>
<td>94.5</td>
<td>15/7</td>
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<tr>
<td>Bachelor's</td>
<td>Criminal Justice</td>
<td>1870</td>
<td>180</td>
<td>8/4</td>
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<tr>
<td>Bachelor's</td>
<td>Construction Management</td>
<td>2100</td>
<td>180</td>
<td>0/0</td>
<td>80% na 50% na</td>
</tr>
</tbody>
</table>

CAR: Career Readiness Assessment
### Bachelor's Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment</th>
<th>Contact Hours</th>
<th>Grad Rate 1</th>
<th>Grad Rate 2</th>
<th>Grad Rate 3</th>
<th>Grad Rate 4</th>
<th>Grad Rate 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Communications Engineering Technology</td>
<td>2110</td>
<td>180</td>
<td>4/7</td>
<td>93.8%</td>
<td>87.5%</td>
<td>88.9%</td>
<td>na</td>
</tr>
<tr>
<td>Project Management</td>
<td>2040</td>
<td>180</td>
<td>5/0</td>
<td>94.7%</td>
<td>na</td>
<td>Na</td>
<td>na</td>
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<tr>
<td>Information Systems: Cybersecurity*</td>
<td>2164</td>
<td>184.5</td>
<td>12/1</td>
<td>na</td>
<td>na</td>
<td>Na</td>
<td>na</td>
</tr>
</tbody>
</table>

**TOTAL ENROLLMENT**: 353

* Program reviewed for the first time.

Based on the campus catalog 2012-2013, volume 41, the following programs have undergone substantial changes, especially in the contact and credit hours and are currently in teach-out mode:

- Bachelor of Science Project Management - program being moved from the School of Information Technology to the School of Business
- Associate of Applied Science Computer Network Systems
- Bachelor of Science Electronics & Communications Engineering Technology
- Associate of Applied Science Computer & Electronics Engineering Technology
- Bachelor of Science Construction Management
- Associate of Applied Science Computer Drafting & Design
- Associate of Applied Science Visual Communications
- Bachelor of Science Criminal Justice
- Associate of Applied Science Criminal Justice
- Associate of Applied Science Paralegal Studies

The following programs will replace the above programs and the campus is currently recruiting for them. There are name changes and credit hours have been restructured to 4.5 credits per course. Clock hours have also been adjusted. The campus has recently enrolled students (in the past 2 weeks) into these programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science Information Systems &amp; Cybersecurity</td>
<td>353</td>
</tr>
<tr>
<td>Associate of Applied Science Network Systems Administration</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science Electrical Engineering &amp; Communications Technology</td>
<td></td>
</tr>
<tr>
<td>Associate of Applied Science Electrical Engineering Technology</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science Drafting &amp; Design Technology</td>
<td></td>
</tr>
<tr>
<td>Associate of Applied Science Graphic Communication &amp; Design</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science Business Management</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science Project Management and Administration – Administration Option</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science Project Management and administration – Construction Option</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science Project Management and Administration – Information Technology Option</td>
<td></td>
</tr>
<tr>
<td>Associate of Applied Science Business Management</td>
<td></td>
</tr>
<tr>
<td>Associate of Applied Science Criminology &amp; Forensic Technology</td>
<td></td>
</tr>
<tr>
<td>Associate of Applied Science Paralegal</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

The ITT Technical Institute in Little Rock, Arkansas began operations in September 1993 offering Electronics Engineering Technology. It has since expanded its offerings to include associate’s degrees and bachelor’s degrees in a variety of technical, business, and professional areas. The campus enrolls students mainly from central Arkansas. The majority of the student body is Caucasian, male, and preparing for the associate’s degree program in Network Systems Administration. At the time of the team’s visit, Mr. Herbert Brubaker, the campus director, was out on medical leave and Mr. Richard Poyner was serving as interim director assisted by Mr. Ray Barry, director of the ITT Technical Institute, Arnold, Missouri campus. Ms. Crystal Jones, dean, was away on extended family leave. The associate dean, Ms. Deborah Biddle, temporarily assumed her responsibilities until her return.
1. MISSION

1.01 Response submitted by Academic Administrative Center

1.02 Response submitted by Academic Administrative Center

1.03 Response submitted by Academic Administrative Center

1.04 Response submitted by Academic Administrative Center

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

INSTITUTIONAL EFFECTIVENESS

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

☐ Yes ☐ No

1.08 Does the campus have its own CEP, separate from the institution’s IEP?

☐ Yes ☐ No

1.09 Does the CEP describe the following?

The characteristics of the programs offered.

☐ Yes ☐ No

The characteristics of the student population.

☐ Yes ☐ No

The types of data that will be used for assessment.

☐ Yes ☐ No

Specific goals to improve the educational processes.

☐ Yes ☐ No

Expected outcomes of the plans.

☐ Yes ☐ No

1.10 Are the following five required elements evaluated in the CEP?

Student retention.

☐ Yes ☐ No

Student placement.

☐ Yes ☐ No ☐ Not Applicable (new branch only)

Level of graduate satisfaction.

☐ Yes ☐ No ☐ Not Applicable (new branch only)

Level of employer satisfaction.

☐ Yes ☐ No ☐ Not Applicable (new branch only)

Student learning outcomes.

☐ Yes ☐ No
Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed. Each program emphasizes career-oriented and technology-oriented study leading to either an academic associate's degree or a bachelor's degree. All programs blend traditional academic instruction with practical applications of theory and their applications in a laboratory setting. All programs integrate critical thinking, communication and teamwork skills, lifelong learning skills, professional development as well as applied principles of technology. The institution uses the following methods to assess the ability of students to meet program objectives upon completion of the program:

- Capstone Courses: Many of the institution's programs utilize a capstone course to solidify the student's overall learning processes and to determine the level of a student's understanding of the program objectives.
- Capstone Assessment Data: For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. As capstone outcomes assessment data becomes available, faculty reviews proficiency levels achieved by graduates with respect to specific outcomes and takes improvement action as needed.
- Student Engagement: Student engagement is measured by student attendance and the ability to complete program courses.
- Student Success: Student Success is the measurement of the number of passing students divided by the number of students attempting a course. A student attempt is counted each time a student sits for a particular class.
- Final Grades: Midterm and final exams are also used in determining the student's final grade. Though they do not constitute the only assessment of a student's final grade in a course, the results do provide valuable information to be assessed with relation to the student's master of course content.

Additionally, several goals and initiatives have been introduced to support the student's successful learning outcomes. Some of these include:

- Improve student success results by a minimum of 5%.
- Improve student engagement results by a minimum of 5%.
- Improve the number of returned employer surveys.
- Improve the number of quality of survey responses with details.

Are the following identified and described in the CEP?

The baseline data for each outcome.

- Yes  No  Not Applicable

The data used by the campus to assess each outcome.

- Yes  No  Not Applicable

How the data was collected.

- Yes  No  Not Applicable

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

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

- Yes  No

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

- Yes  No

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

To support retention efforts, the campus has undertaken the following activities:

- A student boot camp to assist those that are not familiar with computers as well as technical basic courses already provided.
- Students who receive grades of "D" or "F" are contacted weekly and encouraged to seek the assistance of tutors.
- Instructors are held accountable for contacting students who are absent from class.

To assist with placement goals, the campus administration has undertaken the following initiatives:
1.16 Does the campus have documentation to show the following?
(a) That the IEP 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 CEP team is responsible for implementing and monitoring the CEP. The team is comprised of the director, the dean, the associate dean, the director of finance, the director of recruitment, the director of career services, the registrar, and faculty representatives from each school of study. The functional directors work with their departmental teams to perform the actions included in the CEP and report findings to the CEP team. The campus director is ultimately responsible to ensure the implementation of the CEP.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
   ☑ Yes ☐ No

2. ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center
2.01 (b) Response submitted by Academic Administrative Center
2.01 Is the following information regarding the campus appropriately stated in the catalog?
   (c) Names of the administrators.
   ☑ Yes ☐ No

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

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 Response submitted by Academic Administrative Center

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. Herbert Brubaker, campus director, is the on-site administrator. Mr. Brubaker earned a bachelor's degree in Education from the University of Mary Hardin Baylor and a master's degree in Public Administration from Southwest Texas State University. He served for 13 years in industry as a vice president and regional sales manager as well as national sales manager and senior vice president prior to coming to the ITT Technical Institute, Little Rock campus in July 2011. He attended the ACICS workshop in November 2011 in Savannah, Georgia. Mr. Brubaker was on medical leave during the team's visit. The interim campus director during Mr. Brubaker's absence is Mr. Richard Poyner. Mr. Poyner earned a bachelor's degree in Mathematics from the University of Texas and a master's degree in Liberal Arts from Southern Methodist University. Prior to coming to ITT in 1992, Mr. Poyner served as executive director at the National Education Centers. While at ITT, he has served as school director, district manager and interim director. In addition, Mr. Raymond Barry, director of the ITT campus in Arnold, Missouri has been assisting with the administration of the Little Rock campus. Mr. Barry holds an associate's degree in Information Systems from Hudson Valley Community College, a bachelor's degree in Computer Science and a master's degree in Computer Resource and Information Management both from Webster University. He is a doctoral candidate at Capella University with concentration in Business and Organizational Management. All are well qualified to serve as director of the campus.

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) Response submitted by Academic Administrative Center
   (b) Admissions.
      ☑ Yes ☐ No
   (c) Response submitted by Academic Administrative Center
   (d) Response submitted by Academic Administrative Center
   (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 ☑ NA
      The campus does not have student employees.

3.06 Response submitted by Academic Administrative Center

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 number of student files reviewed for this evaluation was 70.

4.02 How does the institution ensure that its student relations reflect high ethical standards?
The campus strives to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations by continuous training, workshops, observation, as well as the development and implementation of policies and procedures designed to keep the campus compliant.

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 reviewed at AAC

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Greg Jones is responsible for the student recruitment at the campus. Mr. Jones’ qualifications include over ten years of sales experience at the executive level and over five years' experience as an avocation sales trainer. In addition, he has worked over 20 years in management positions developing strong managerial skills. He had extensive admissions training from the ITT corporate office and works on continuous improvement and development through method training courses and workshops including: Recruitment Management 101, How to Coach Representatives, and Annual Compliance - Recruitment.

4.10 Describe the process for the recruitment of new students.
The process for the recruitment of new students begins with an interest expressed by a potential applicant in response to marketing or some other stimuli. The potential applicant is assigned to an education recruiter as a lead who attempts to contact the interested party. When the lead is contacted the recruiter attempts to schedule an appointment for a one on one interview and a tour of the campus. If the "lead" expresses an interest in enrolling during the interview process or tour of the campus an entrance exam, The Wonderlic, is administered by the registrar, which is taken and scored electronically. The applicant must also have a high school diploma or passed the GED exam. At the end of the admissions process the student is considered in "prerequisite" status and is directed to financial aid for an introductory meeting. A full financial aid meeting is scheduled for a future date. When all prerequisite requirements are met the applicant is accepted and considered an enrollment.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?
☒ Yes ☐ No

4.11 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
4.12 Does the institution 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

4.13 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☐ No

4.14 Are the titles of recruitment and enrollment personnel appropriate?
☐ Yes ☐ No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☐ Yes ☐ No

4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☐ Yes ☐ No

4.17 reviewed at AAC

4.18 Is there evidence that the campus properly awards transfer of credit?
☐ Yes ☐ No ☐ Not Applicable

4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?
☐ Yes ☐ No

4.21 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 satisfactory academic progress policy is published in the catalog on pages 64 - 67.

4.22 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.
Incomplete grades.
- Yes ☑ No

Repeated courses.
- Yes ☑ No

Non-punitive grades.
- Yes ☑ No ☐ Not Applicable (institution does not offer)

Non-credit or remedial courses.
- Yes ☑ No ☐ Not Applicable (institution does not offer)

A probationary period.
- Yes ☑ No

An appeal process.
- Yes ☑ No

An extended-enrollment status.
- Yes ☐ No ☑ Not Applicable (institution does not offer)

The effect when a student changes programs.
- Yes ☑ No ☐ Not Applicable (institution only offers one program of study)

The effect when a student seeks to earn an additional credential.
- Yes ☑ No ☐ Not Applicable (institution only offers one credential)

The implications of transfer credit.
- Yes ☑ No

4.23 Does the campus apply its SAP standards consistently to all students?
- Yes ☑ No

4.24 Are students who are not making satisfactory academic progress properly notified?
- Yes ☑ No ☐ Not Applicable (no students are in violation of SAP)

4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
- Yes ☑ No

4.26 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)

4.27 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)

4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student’s enrollment?
- Yes ☑ No

4.29 Are students allowed to remain on financial aid during the probationary period?
- Yes ☑ No ☐ Not Applicable (institution does not participate in financial aid)

If Yes, is the student informed of this policy?
4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?

☐ Yes ☐ No

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

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

☐ Yes ☐ No ☐ Not Applicable (institution does not have extended enrollment)

4.33 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)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

☐ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person’s qualifications?

Ms. Crystal Jones is responsible for the administration of satisfactory academic progress (SAP). Ms. Jones is the academic dean. She has held this position since December 2011 and is qualified for the position. She holds a bachelor's degree from Southwest Baptist College in Fine Arts/Education and a master's degree from Webster University in Human Resource Management. She has significant previous administrative experience at several public and career schools from 2001 through 2010. Ms. Jones is currently on a short-term medical leave and Ms. Deborah Biddle, associate dean, and the program chairs are currently administering SAP.

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

☐ Yes ☐ No

4.37 reviewed at the institution level

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?

☐ Yes ☐ No ☐ Not Applicable (institution offers loans only)

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

☐ Yes ☐ No

4.40 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
4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

☐ Yes ☐ No

If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

☐ Yes ☐ No ☐ Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?

☐ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)

4.43 Is the institution’s refund policy published in the campus catalog?

☐ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?

☐ Yes ☐ No

4.45 Is the campus following its stated refund policy?

☐ Yes ☐ No

4.46 Does the campus offer financial aid?

☐ Yes ☐ No (Skip to Question 4.53.)

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

Ms. Janice Nottenkamper is the on-site administrator for student financial aid. Ms. Nottenkamper’s qualifications are over 20 years of experience beginning as a financial aid representative progressing to financial aid administrator and finally to director of financial aid with ITT Technical Institute, a position she has held since 2006.

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

☐ Yes ☐ No

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

☐ Yes ☐ No

4.50 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

4.51 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 administrator, Ms. Nottenkamper, stays current with regulatory and policy changes in financial aid by membership in the Arkansas Association of Student Financial Aid Administrators (AASFAA) and the Southwest Association of Student Financial Aid Administrators (SWASFAA). She and her department also attend workshops sponsored by the organizations as well as webinars and conferences provided by the ITT corporate financial aid department, thus ensuring the financial aid department stays current with regulation and policy changes.

4.52 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?
☐ Yes ☐ No (Skip to Question 4.54.)

4.54 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 provided at the campus include structured tutoring, personal advising, pre-graduation employment assistance, and placement assistance after graduation. Students may also be referred to community resources if needed and the campus will try to assist with finding housing if a student relocates.

4.55 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

4.56 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

If No, insert the section number in parentheses and explain:
(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios.

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

Ms. Dana Kelly is responsible for the oversight of counseling students on employment opportunities. Ms. Kelly is qualified for the position due to a background of over eight years as a recruiter and director of sales and marketing for a staffing agency. In addition, she also has over 11 years of managerial experience. Ms. Jones has been in this position since December 2011.

4.58 Does the institution offer employment assistance to all students?
☐ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☐ No

If Yes, explain:
The campus uses a form for each program that outlines the placement and salaries that have been achieved by their graduate students. The form also has a disclaimer stating that the statistics are garnered from the campus' tracking of its graduates. The new programs utilize the same form but the information contained is all marked with zeros.

If Yes, does the campus maintain the required data on its graduates and nongraduates?
☐ Yes ☐ No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year’s CAR?
☐ Yes ☐ No

4.61 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

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☐ Yes ☐ No

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The students complete their financial aid documents online in a system called Smart Forms. During the process the students are required to go to a link that outlines their financial obligations and electronically acknowledge they understand the contents of the financial counseling. They are further counseled during any repackaging period of financial aid and upon their exit from the campus either by graduation or withdrawal.

4.64 Describe the extracurricular activities of the institution (if applicable).

The school has a variety of extracurricular activities that range from clubs for each program, which are sponsored by the faculty, to blood drives, and ice cream socials. Two new clubs have been recently formed that are not programmatic, chess and gaming. Although the clubs are sponsored by the faculty, there is a dedicated community resources specialist who works with a committee formed of staff and faculty who plan a variety of activities throughout the year for the students.

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?

As previously stated, Ms. Crystal Jones is the academic dean and has held this position since December 2011. As previously stated, she holds a bachelor's degree from Southwest Baptist College in Fine Arts/Education and a master's degree from Webster University in Human Resource Management. She has significant previous administrative experience at several public and career schools from 2001 through 2010. (Ms. Jones is currently on a short-term medical leave and the associate academic dean, Ms. Deborah Biddle has assumed her responsibilities.)

5.03 Does this person have appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

All program administrators are given ample authority and responsibility to achieve their job requirements. Job descriptions for administrators are current and outline the duties and responsibilities of their positions. Further, program administrators have an active role in the implementation and evaluation of program specific activities, which is coordinated through their involvement in staff, faculty, and academic department meetings.

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- reviewed at AAC

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 carry specialized or programmatic accreditation?

☐ Yes ☒ No (Skip to question 5.10)

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

☒ Yes ☐ No

5.11 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

5.12 What provisions are made for individual differences among students?
Several strategies are used to address individual differences among students. In the classroom, instructors provide individual guidance to students as needed and are willing to work with them one-on-one. Also, instructors are available and helpful in meeting with students either before or after class, and for full-time faculty during their assigned office hours. Outside of class, the campus has implemented a plan for providing faculty tutors to help students during their non-class times.

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

Because of the standardized structure used by ITT Technical Institute in the development and implementation of curriculum and course objectives, faculty members have some, but limited, opportunities to evaluate, revise, and propose changes to the curriculum. The options available to faculty consist of their ability to give input to their program chairs, be a member of standing committees which address curriculum issues, and by share their recommendations at program faculty meetings or individually through the faculty curriculum portal, which connects them to the curriculum administrators at the corporate level.

5.14 Does the faculty participate in this process?

☐ Yes ☐ No

5.15 - reviewed at AAC

5.16 If the institution 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  ☑ NA (institution does not award such credit)

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

☐ Yes ☐ No

5.18 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 5.19)

Facilities

☐ Yes ☐ No

Instructional equipment

☐ Yes ☐ No

Resources

☐ Yes ☐ No

Personnel

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

5.21 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

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

☐ Yes ☐ No
5.23 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)

5.24 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 provided the team with sign in sheets and minutes from in-service trainings held at the campus. The campus has a systematic program that offers at least four in-service trainings for faculty members each year.

5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☐ Yes ☐ No

If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

(Section 5-1-543): There is no documentation of professional growth activities for the following faculty members: Mr. Roger Hawk, Ms. Crystal Mack, Ms. Margaret Reed, Mr. Jeffrey Slaw, Mr. Frank Thurmond, Mr. Kenyon Lowe, Mr. Kenneth Schmidt, Mr. Paul House, Mr. Larry Kloz, Mr. Welsey Martin, Mr. Michael Moyer, Mr. Joe Byron Taylor.

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

☐ Yes ☐ No

5.27 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

OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY

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

☐ Yes ☐ No

ACADEMIC ASSOCIATE’S DEGREES ONLY

5.31 - reviewed at AAC

5.32 - reviewed at AAC

5.33 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

BACHELOR’S DEGREES ONLY

5.34 - reviewed at AAC

5.35 - reviewed at AAC

5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor’s degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor’s degrees plus professional certification?

☐ Yes ☐ No

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

The ITT Technical Institute, Little Rock campus consists of 31,796 square feet. The facility currently offers a functional and well designed lobby and contains 9 laboratories, 12 theory rooms, a large student lounge area, learning resource center (LRC), faculty work area, employee break area, and administrative offices. The facility is wheelchair accessible. There is ample parking for students, faculty and visitors in a lighted parking lot. The campus is conducive for student learning.

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-site locations) 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-site locations)?

(a) Equipment.
☑ Yes □ No

(b) Instructional tools.
☑ Yes □ No

(c) Machinery.
☑ Yes □ No

6.06 Is there evidence on file to show that all institutional facilities are in compliance with fire, safety, and sanitation regulations?
☑ Yes □ No

7. PUBLICATIONS

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

A catalog volume 41 dated 2012-2013 with a publication date of September 24, 2012 was used during the evaluation visit.

7.02 Does the self-study accurately portray the campus?
☑ Yes □ No

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

The campus catalog is given to students in an electronic version. A hard copy is printed for students upon request.

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

c) 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 institution 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 offered.
☐ Yes ☐ No ☐ Not Applicable (no scholarships 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 institution 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

7.06 Does the institution 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.)

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, including the campus’ Web site, 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 uses direct mail, print documents, and television commercials to advertise.

Are the 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 consent was obtained and that remuneration was not made for the consent or the use of the advertisement?
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 or for failure in job placement?
☐ Yes ☐ No

7.16 Is the phrase “for those who qualify” properly referenced in all advertising that mentions financial aid?
☐ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

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 Reviewed at AAC

8.06 Reviewed at AAC

OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S DEGREES ONLY

8.07 Reviewed at AAC

8.08 Reviewed at AAC

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

The 2012 calendar-year budget for physical library holdings for this campus is $6,800. The campus provided the library budget expenditures through June 2012, where a total of $4,300 had been allocated on periodicals and library holdings. In addition, the virtual library allocation for this campus from ITT corporate is $6,129.

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

ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S DEGREES ONLY

8.12 Reviewed at AAC

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 Reviewed at AAC

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?
8.16 Reviewed at AAC
8.17 Reviewed at AAC
8.18 Reviewed at AAC

**ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY**

8.19 Reviewed at AAC
8.21 Reviewed at AAC
8.22 Is documentation on file to reflect the librarian’s participation in professional growth activities?
- Yes □ No □ Not Applicable (no interlibrary agreements)
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**

Bachelor's degree in Project Management
Academic Associate's degree in Business Management

9.01 See response from AAC
   (a) See response from AAC
   (b) See response from AAC
   (c) See response from AAC
   (d) See response from AAC

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

Ms. Crystal Jones is the academic dean and is also the program chair for the School of Business that includes the Business Management program. During the team's visit Ms. Jones was away from the campus on family medical leave. Ms. Jones was appointed to the program chair position in December 2011. As previously stated, Ms. Jones holds a masters degree in Human Resource Management and Development from Webster University, St. Louis, Missouri and a bachelor’s degree in Fine Arts and Music Education from Southwest Baptist College, Bolivar, Missouri. Ms. Jones holds teaching certificate for the states of Missouri and Arkansas. Ms. Jones has over ten years of experience in management.

Mr. Christopher Mikesell is the chair of the bachelor's degree program for Project Management and has held this position since June 2012. He is also the acting chair of the associate's degree program in Business Management until Ms. Crystal Jones returns to the campus. Mr. Mikesell holds a master's degree in Education with a concentration in Human Resource Training and Development from Idaho State University, Pocatello, Idaho and a bachelor's degree in Industrial Technology from the University of Idaho, Moscow, Idaho. Mr. Mikesell has also completed an additional 30 hours of information technology coursework at the University of Arkansas. Mr. Mikesell has over four years of professional experience in the information technology field.

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 administration of the educational program(s)?
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 62%

☐ Yes □ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes □ No ☐ Not applicable (new branch only)

The bachelor's degree in Project Management is a new program and has not had any graduates.
The associate's degree in Business Management is new and students are just enrolled during this term.

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

The team observed documentation for 2012 community resources being utilized to enrich the programs. At the time of the team visit the bachelor's degree in Project Management was moved from the school of information technology to the school of business. Therefore, the team reviewed documentation for the school of information technology that consisted of program advisory committee meeting (PAC) agendas, attendance sheets, and minutes. The team also observed guest speaker and field trip forms that included attendance sheets. Guest speakers discussed various aspects of employment and recent industry trends in the field of information technology and networks. Field trips were made to local organizations where students observed real-world information technology operations and activities specifically observing hardware and software solutions being used for adult education and computer literacy.

9.08 Are these resources sufficient?

☐ Yes □ No

9.09 Reviewed at AAC

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

☐ Yes □ No

9.11 For programs that include practice, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes □ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes □ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☐ Yes □ No

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

(a) Title and course descriptions

☐ Yes □ No

(b) Course numbers

☐ Yes □ No
(c) Course prerequisites and/or corequisites
☐ Yes ☐ No

(d) Instructional contact hours/credits
☐ Yes ☐ No

(e) Learning objectives
☐ Yes ☐ No

(f) Instructional materials and references
☐ Yes ☐ No

(g) Topical outline of the course
☐ Yes ☐ No

(h) Instructional methods
☐ Yes ☐ No

(i) Assessment criteria
☐ Yes ☐ No

(j) Method of evaluating students
☐ Yes ☐ No

(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☐ NA, (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☐ Not Applicable
9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If No, insert the section number in parentheses and explain:

(SECTION 2-2-503) The team observed that in the "credit hour" section on page 56 of the campus' 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If No, insert the section number in parentheses and explain:

(SECTION 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☐ Yes ☐ No
(b) Instructional equipment
☐ Yes ☐ No
(c) Resources
☐ Yes ☐ No
(d) Personnel
☐ Yes ☐ No

9.25 - reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☐ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☐ Yes ☐ No

OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☐ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S, DEGREES ONLY

9.30 Are teaching loads reasonable?
☐ Yes ☐ No
ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Reviewed at AAC
9.39 Reviewed at AAC
9.40 Reviewed at AAC
9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   ☑ Yes ☐ No ☐ Not Applicable (no students in the second year)
9.42 Reviewed at AAC

BACHELOR'S DEGREES ONLY

9.43 Reviewed at AAC
9.44 Reviewed at AAC
9.45 Reviewed at AAC
9.46 Reviewed at AAC
9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
   ☐ Yes ☑ No ☐ NA, (no students in the third and fourth years)
9.48 Reviewed at AAC

GENERAL COMMENTS:
During the classroom visits students expressed sincere appreciation for all of their instructors and their willingness to help students understand and complete the learning outcomes. However, several students did mention that the online learning lab modules used in class, that are provided by textbook publishers, were cumbersome and time consuming and at times mark correct responses as incorrect. Several students also express a concern about having to come to class and do online labs that take away from their interaction with the instructors.

9. PROGRAM EVALUATION

Academic Associate's degree in Computer Drafting and Design
Academic Associate's degree in Drafting and Design Technology

9.01 See response from AAC
   (a) See response from AAC
   (b) See response from AAC
   (c) See response from AAC
   (d) See response from AAC
9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
   Mr. Jon Hite is the chair for the school of Drafting and Design. He holds a master's degree in Management from Colorado Technical University in Colorado Springs, Colorado, a bachelor's degree in Manufacturing Engineering Technology and an associate's degree in Mechanical Engineering Technology both from the University of Arkansas in Little Rock, Arkansas. Mr. Hite's academic and experiential background is in Manufacturing Engineering and Production Control including CAD drafting and Project Management and Mechanical Design Application. Mr. Hite obtained his Instructor Certificate of Qualifications from Arkansas State Board of Private Career Education in November 2005 to teach courses in drafting and design.

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 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 62%
☐ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%
☐ Yes ☐ No ☐ Not applicable (new branch only)

The academic associate's degree in Drafting and Design Technology is a new program. There are no graduates in the 2011 reporting period.

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

According to the documents presented to the team, one field trip was arranged for students to develop an understanding of animation and 3D modeling. Another fieldtrip was organized to Little Rock Dot Net User Group to attend a lecture on software development business practices. There was a document to support a program advisory committee (PAC) meeting on April 24, 2012 to discuss current software requirements. The PAC recommended that the campus install a new version of Autodesk software including AutoCAD and Revit by June 2012. The team verified that these changes have been implemented.

9.08 Are these resources sufficient?
☐ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☐ NA

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

(Section 3-1-513(a) and Glossary): Directed independent study courses are offered on a regular basis due to small enrollment. Mr. Chad Owen and Ms. Rebekah Church are currently taking CD331, Design and Drafting Capstone as an independent study course. Based on the documents presented to the team, the independent study contracts did not include specific learning objectives, text and course requirements, examination dates, course evaluation and grading criteria. However, it is clearly indicated on the contract that the students must agree and understand a modified course syllabus that makes up the criteria for directed independent study. A modified syllabus was not attached to above mentioned contracts. In one example, a directed independent study course, CM440, Construction Project Scheduling was offered to Mr. Rell Lunnie Jr. who had previously failed the course. He has failed the course again and his current status is administrative drop. Based on ITT Technical Institute's policy on pages 56-57 of the campus catalog and on the directed independent study request form, a student may not seek permission to take an independent study course if he/she previously attempted and failed the same course.
9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☐ Yes ☐ No

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

For campuses participating in Title IV 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
   (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
      ☐ Yes ☐ No

If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or a minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
Six calls were placed to confirm employment for the graduates in the Computer Drafting and Design program.

How many calls to employers or graduates were successful?
Four calls were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Four employers confirmed the employment of the graduates. Two employers were not available. Voice messages were placed.

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

If No, insert “Section 3-1-303(a)” in parentheses and explain:
Two placement waivers were presented to the team. They were both verified by sufficient documentation to support military leave and continuing education.

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:
(Section 2-2-503) The team observed that in the "credit hour" section on page 56 of the campus' 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If No, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

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

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 - reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY

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

☒ Yes ☐ No

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

☒ Yes ☐ No

OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

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

☒ Yes ☐ No  ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S DEGREES ONLY

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

ACADEMIC ASSOCIATE’S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No  ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

BACHELOR’S DEGREES ONLY

9.43 Reviewed at AAC
9.44 Reviewed at AAC
9.45 Reviewed at AAC
9.46 Reviewed at AAC
9.47 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?
☐ Yes ☐ No ☒ NA, (no students in the third and fourth years)
9.48 Reviewed at AAC

9. PROGRAM EVALUATION

Bachelor's degree in Criminal Justice
Academic Associate's degree in Criminology and Forensic Technology
Academic Associate's degree in Criminal Justice
Academic Associate's degree in Paralegal Studies

9.01 See response from AAC
   (a) See response from AAC
   (b) See response from AAC
   (c) See response from AAC
   (d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Reginald McCullough, chair of the School of Criminal Justice since June of 2012, has earned a bachelor's degree in Political Science from University of Central Arkansas and a juris doctorate degree from the University of Arkansas at Little Rock. He has practiced law for more than 20 years, during which time he worked more than 3 years as a prosecutor. Over the past 25 years he has taught in a variety of settings, including summits and continuing legal education seminars. He has held a variety of administrative and supervisory positions over the course of 40 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 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 62%
      ☐ Yes ☒ No ☐ Not applicable (new branch only)
   (b) Student placement rate of 58%
      ☐ Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☒ Yes ☐ No
9.07 List the community resources and how they are utilized to enrich the program(s).

Students have taken field trips to a Federal Bureau of Investigation (FBI) secure lockdown facility, a Transportation Security Administration (TSA) training facility, the Arkansas state capitol building, a law school law library, and a juvenile detention center. Guest speakers have included a juvenile justice specialist within the community outreach program of the attorney general's office, a police chief, a deputy director of intelligence with the Drug Enforcement Administration (DEA), a forensics examiner, a deputy United States (US) marshal, and a state court law clerk. All of the instructors in the programs work in law offices or law enforcement settings in the community or did so until recently. A program advisory committee meets twice per year. Students in the programs have the option of participating in an externship, during which students may work in law offices or law enforcement settings in the community.

9.08 Are these resources sufficient?
- Yes □ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- Yes □ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes □ No □ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
- Yes □ No □ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
- Yes □ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
- Yes □ No
(b) Course numbers
- Yes □ No
(c) Course prerequisites and/or corequisites
- Yes □ No
(d) Instructional contact hours/credits
- Yes □ No
(e) Learning objectives
- Yes □ No
(f) Instructional materials and references
- Yes □ No
(g) Topical outline of the course
- Yes □ No
(h) Instructional methods
☐ Yes ☐ No

(i) Assessment criteria
☐ Yes ☐ No

(j) Method of evaluating students
☐ Yes ☐ No

(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or a minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

There were no calls made to employers or graduates of the Paralegal Studies program or the Criminology and Forensic Technology program because the programs are too new for students to have graduated from the programs.

There were three calls made to employers of graduates in the associate's degree in Criminal Justice program.

There were three calls made to employers of graduates in the bachelor's degree in Criminal Justice program.

How many calls to employers or graduates were successful?

There were three calls that confirmed the employment of graduates in the associate's degree Criminal Justice program.

There were three calls that confirmed the employment of graduates in the bachelor's degree Criminal Justice program.

How many of the calls where contact was made with employers or graduates 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 three calls that confirmed the employment of graduates of the associate's degree Criminal Justice program.

There were three calls that confirmed the employment of graduates of the bachelor's degree Criminal Justice program.
The team notes that in the placement file of one of the graduates of the associate's degree program, the graduate was reportedly placed with the Arkansas Department of Corrections. It was ultimately determined, however, that she had been placed with a local law firm.

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

9.21 Does the campus participate in Title IV financial aid?  
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?  
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:  
(Section 2-2-503) The team observed that in the “credit hour” section on page 56 of the campus’ 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:  
(Section 3-1-513(a) and Glossary): Course syllabi do not include out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class assignments were required and out-of-class assignments were not included as any percent of the final grade. There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Although the syllabi reflect assignments and projects that students are required to complete, the assignments and projects are not specifically delineated as out-of-class assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?  
(a) Facilities ☒ Yes ☐ No
(b) Instructional equipment ☒ Yes ☐ No
(c) Resources ☒ Yes ☐ No
(d) Personnel ☒ Yes ☐ No

9.25 - reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
☐ Yes ☒ No

9.28 Is the size of the faculty appropriate to the total student enrollment?  
☐ Yes ☒ No
OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

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

☐ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S DEGREES ONLY

9.30 Are teaching loads reasonable?

☐ Yes ☐ No

ACADEMIC ASSOCIATE’S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

BACHELOR’S DEGREES ONLY

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N.A. (no students in the third and fourth years)

9.48 Reviewed at AAC

GENERAL COMMENTS:

The 20 students who were interviewed expressed a high level of satisfaction with the instructors in the programs. However, at least five of the students who were interviewed expressed a high level of dissatisfaction with some of the online courses (all students in the programs are now required to take all of their general education courses online). Many students indicated that they had had difficulty logging on throughout the term. Criminal Justice students also noted that they do not have a crimes lab.

9. PROGRAM EVALUATION

Bachelor’s in Electronics and Communications Engineering Technology
Academic Associate’s in Computer and Electronics Engineering Technology
Academic Associate’s in Electrical Engineering Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Dr. Roger Hawk is the chair for the school of Electronics Technology at the Little Rock, Arkansas campus and is assigned to oversee the electronics programs at the campus. He has held this position for six years. Dr. Hawk holds a doctoral and a master's degree in Physical Chemistry from the University of Michigan and a bachelor's degree in Chemistry from the University of Illinois. Prior to joining the institution, Dr. Hawk had 18 years of experience in numerous career positions related to the academic area including chair and professor in the department of Applied Science in the college of Information Sciences and Systems Engineering at the University of Arkansas at Little Rock and as a published author in numerous peer-reviewed academic publications.

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 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 62%

☐ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☐ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☑ Yes ☐ No

The retention rate for the Computer and Electronics Engineering Technology associate's degree program is 61.8%. Several retention efforts were listed in the CEP, including additional tutoring, emphasizing informal student contact and student attendance.

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

Numerous guest speakers are invited to speak to students, including Ms. Alison Fletcher, director of technology at a local television station, KTHV and Mr. Remington Hicks, electrical maintenance technician at a local Lenox franchise and former student/graduate of the campus. A Program Advisory Board (PAC) meets periodically with school officials. The campus sponsors local blood donation drives. Sufficient documentation was provided for all of these activities.

9.08 Are these resources sufficient?

☑ Yes ☐ No

9.09 Reviewed at AAC

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

☑ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☐ Yes ☐ No

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

(a) Title and course descriptions
☐ Yes ☐ No

(b) Course numbers
☐ Yes ☐ No

(c) Course prerequisites and/or corequisites
☐ Yes ☐ No

(d) Instructional contact hours/credits
☐ Yes ☐ No

(e) Learning objectives
☐ Yes ☐ No

(f) Instructional materials and references
☐ Yes ☐ No

(g) Topical outline of the course
☐ Yes ☐ No

(h) Instructional methods
☐ Yes ☐ No

(i) Assessment criteria
☐ Yes ☐ No

(j) Method of evaluating students
☐ Yes ☐ No

(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No

If No, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:
- Academic associate's degree in Computer and Electronics Engineering Technology - 8
- Academic associate's degree in Electrical Engineering Technology - n/a
- Bachelor's degree in Electronics and Communications Engineering Technology - 2

How many calls to employers or graduates were successful?

The following number of calls was successful for the following programs:
- Academic associate's degree in Computer and Electronics Engineering Technology - 5
- Academic associate's degree in Electrical Engineering Technology - n/a
- Bachelor's degree in Electronics and Communications Engineering Technology - 1

How many of the calls where contact was made with employers or graduates 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 2011 CAR.

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

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

(Section 2-2-503): The team observed that in the "credit hour" section on page 56 of the campus' 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.
9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities
   ☑ Yes ☐ No

(b) Instructional equipment
   ☑ Yes ☐ No

(c) Resources
   ☑ Yes ☐ No

(d) Personnel
   ☑ Yes ☐ No

9.25 - reviewed at AAC

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
   ☑ Yes ☐ No

OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
   ☑ Yes ☐ No ☐ NA, hiring responsibility is at AAC

ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S DEGREES ONLY

9.30 Are teaching loads reasonable?
   ☑ Yes ☐ No

9.33 Reviewed at AAC

9 ACADEMIC ASSOCIATE’S DEGREES ONLY

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   ☑ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

BACHELOR’S DEGREES ONLY

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC
9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

GENERAL COMMENTS:
The team greatly appreciated the cooperation and hospitality received. The campus environment was well maintained, inviting and conducive to educating students. Each classroom had an overhead projector integrated with the instructor's teaching station/PC. Instructors are very friendly and student focused.

9. PROGRAM EVALUATION

Bachelor's degree in Information Systems and Cybersecurity
Academic Associate's degree in Information Technology-Computer Network Systems
Academic Associate's degree in Network Systems Administration

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Mr. Christopher Mikesell is assigned to administer the academic programs. As previously stated, Mr. Mikesell holds a master's degree in Human Resource Training and Development from Idaho State University of Pocatello, Idaho, and a bachelor's degree of Industrial Technology from the University of Idaho at Idaho Falls, Idaho. Additionally, his qualifications for teaching courses in the information technology field are certified by the Arkansas State Board of Private Career Education. Mr. Mikesell's experiential qualifications include: work as a research assistant at Idaho State University where his duties are described as course development, technology review and support; employment as a manager at InteliStaf Healthcare where his duties included web application development and database management; employment at Protech Solutions where his duties included software development and business process analysis; and employment with Mistpros Consulting where he works as an Information Technology (IT) software consultant.

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 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 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)
If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☐ Yes □ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

The student retention rate for the academic associate's degree in Computer Network Systems degree is listed as 59.7% in the 2011 CAR.

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

These programs utilize a program advisory committee (PAC) that provides recommendations and feedback from local industry experts regarding program curriculum. PAC meetings are held twice per year. The team found that the last PAC meeting occurred on April 24, 2012. In addition, students and faculty interviewed described numerous examples of the use of community resources including a guest speaker, Mr. Jeff Shackleford, from the State of Arkansas Attorney General's office to discuss cyber crime, and a field trip in the course NT1330, Client-Server Networking II providing students the experience of supporting hardware and software for an adult education computer lab at the Healing Waters Outreach Center.

9.08 Are these resources sufficient?

☐ Yes □ No

9.09 Reviewed at AAC

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

☐ Yes □ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes □ No  ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes □ No □ NA

During the visit the team was presented an independent study contract that lacked an outline of course objectives and procedures. These were provided upon request through a modified course syllabi for the directed independent study.

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☐ Yes □ No

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

(a) Title and course descriptions

☐ Yes □ No

(b) Course numbers

☐ Yes □ No

(c) Course prerequisites and/or corequisites

☐ Yes □ No

(d) Instructional contact hours/credits

☐ Yes □ No

(e) Learning objectives
Yes ☐ No

(f) Instructional materials and references
☐ Yes ☐ No

(g) Topical outline of the course
☐ Yes ☐ No

(h) Instructional methods
☐ Yes ☐ No

(i) Assessment criteria
☐ Yes ☐ No

(j) Method of evaluating students
☐ Yes ☐ No

(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments. In team interviews with campus faculty it was clear there was not an awareness of an appropriate homework policy.

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?
There were six attempted calls to employers and graduates in the Computer Network Systems program.

How many calls to employers or graduates were successful?

Of the six attempted calls to employers and graduates, five were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
All of the successful calls made to employers and graduates confirmed the employment of the graduates as reported on the 2011 CAR.

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

☐ Yes ☐ No ☐ Not Applicable

If No, insert "Section 3-1-303(a)" in parentheses and explain:

The campus director of career services, Ms. Dana Kelly, was unable to provide documentation to verify a graduate classified on the 2011 CAR as "not available for placement" for health or related reasons. Because there are extenuating circumstances the team has chosen not to cite the school for this lack of documentation. According to Ms. Kelly, these records were lost in a flood occurring in the summer of 2010. The team was shown water damaged records that were recovered from the flood, and there is no compelling reason to believe the absence of this documentation indicates a lack of attention to record keeping.

9.21 Does the campus participate in Title IV financial aid?

☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?

☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the procedures.

(Section 2-2-503): The team observed that in the "credit hour" section on page 56 of the campus' 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

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

☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

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

(a) Facilities

☐ Yes ☐ No

(b) Instructional equipment

☐ Yes ☐ No

(c) Resources

☐ Yes ☐ No

(d) Personnel

☐ Yes ☐ No

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

(Section 3-1-531(a)): Instructors are not provided with adequate resources in multiple situations:

• In the programs there are several courses requiring the use of multiple virtual machines. These courses include NT1230, Client Server Networking I, NT1330, Client-Server Networking II, IS4560, Hacking & Countermeasures and others. Faculty stated that students in some of these courses have to reboot servers occasionally, sometimes three to five times over a class period. Depending on the computers and the size of class the process can take as long as 10-20 minutes. Under these conditions in a worst case scenario a student could spend 100 minutes of class time rebooting computers. Another faculty member stated that
in some cases when students give a command to a virtual server, they have to wait as long as four minutes before the system is able to respond. As a consequence students become frustrated with the process and learning is limited. The fact that student computers are limited to four gigabytes of random access memory (RAM) is the most significant limiting factor since the computer's operating system needs two gigabytes of RAM leaving each virtual server one gigabyte of RAM a piece. If the computers used for multiple virtual machines had at least six gigabytes of RAM, this would significantly improve the utility of these lab exercises.

- Computer labs used by students in these programs have been upgraded to Microsoft Windows 7 operating system, while faculty computers have not been upgraded and are currently utilizing Microsoft Windows XP operating system. As a consequence instructors are not able to adequately prepare for classes. One instructor described an example of receiving a DVD disk containing zipped files needed for classroom instruction. The instructor was unable to access the zipped images on the disk on the instructional computer and consequently made classroom sets of the disks. As these images were 3.6 gigabytes a piece the process took a number of hours. Later it was discovered that the zipped files used 7-zip, a program available on the classroom computers but not on the faculty computers.

- Labs provided to instructors for classroom instruction frequently do not work. All faculty members interviewed described examples of non-functioning labs. One instructor estimated that as much as 60% of some labs do not function, requiring faculty to figure out time consuming ways to work around this issue. This results in student frustration and significant amounts of time spent trying to make curriculum work.

9.25 - reviewed at AAC

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No

**OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY**

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

☑ Yes ☐ No ☐ NA, hiring responsibility is at AAC

**ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S, DEGREES ONLY**

9.30 Are teaching loads reasonable?

☑ Yes ☐ No

**ACADEMIC ASSOCIATE’S DEGREES ONLY**

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☑ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

**BACHELOR’S DEGREES ONLY**

9.43 Reviewed at AAC

9.44 Reviewed at AAC
9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes ☐ No ☒ N A, (no students in the third and fourth years)

9.48 Reviewed at AAC

**GENERAL COMMENTS:**

The academic associate's degree program in Computer Network Systems (AASITCNS) was in teach-out at the time of this visit, being replaced by the program Network Systems Administration (AASNSA). Students interviewed stated they were pleased with the faculty teaching in these programs.

9. **PROGRAM EVALUATION**

Academic associate's degree in Graphic Communications and Design

Academic associate's degree in Visual Communications

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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

Mr. Jon Hite is the program chair of the School of Drafting and Design (SDD) and oversees the Graphic Communications and Design (GCD) and Visual Communications (VC) programs. As previously noted, Mr. Hite holds an associate's degree in Mechanical Engineering Technology and a bachelor's degree in Manufacturing Engineering Technology both from the University of Arkansas in Little Rock, Arkansas in addition to a master's degree in Management (MSM) from Colorado Technical University in Colorado Springs, Colorado. Mr. Hite has over 25 years of experience in private industry serving as an AutoCAD trainer, a software and drawing interpreter, and 2D and 3D contractor. Mr. Hite spends 26.5 hours a week on administrative duties and teaches in the classroom 14 hours a week.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

Mr. Hite is minimally qualified to teach graphics classes in the VC program and relies on his instructors as subject matter experts for classes in the VC program. He is not currently teaching graphics classes in this program.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 62%

☒ Yes ☐ No ☒ Not applicable (new branch only)

(b) Student placement rate of 58%
Yes ☒ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☒ Yes ☐ No

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

ITT Technical Institute, Little Rock campus uses field trips and guest speakers to enhance the student educational experience. Documents on file show students attended recent field trips to the “Rave Movie” theatre to show how animation and 3d modeling add elements to live action movies and The Promise Land to assess educational lab computers. Students meet at the campus for attendance prior to the field trip and return to campus afterwards. Students also attended the Little Rock Dot Net User Group to attend lecture on software development business practices.

The campus has a program advisory committee (PAC) consisting of eight members of the local business community for the school of Drafting and Design. Meetings are held two times a year with one at beginning of the year, documented as April 24, 2012 and one towards the end of the year scheduled for October 23, 2012. The PAC members represent a good cross section of businesses that might hire ITT graduates.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

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

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☒ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

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

(a) Title and course descriptions

☒ Yes ☐ No

(b) Course numbers

☒ Yes ☐ No

(c) Course prerequisites and/or corequisites

☒ Yes ☐ No

(d) Instructional contact hours/credits

☒ Yes ☐ No

(e) Learning objectives

☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No

(g) Topical outline of the course
☒ Yes ☐ No

(h) Instructional methods
☒ Yes ☐ No

(i) Assessment criteria
☒ Yes ☐ No

(j) Method of evaluating students
☒ Yes ☐ No

(k) Date the syllabus was last reviewed
☒ Yes ☐ No

For campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☒ No

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Four calls were attempted in the Visual Communications program.

How many calls to employers or graduates were successful?

Three calls were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Three calls confirmed the employment as reported on the 2011 CAR.

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

9.21 Does the campus participate in Title IV financial aid?
Yes  No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
Yes  No  Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:
(Section 2-2-503) The team observed that in the "credit hour" section on page 56 of the campus' 2012-2013 catalog, volume 41, the campus policy regarding homework is contained in the "Residence Courses" paragraph; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
Yes  No  Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
Yes  No
(b) Instructional equipment
Yes  No
(c) Resources
Yes  No
(d) Personnel
Yes  No

9.25 - reviewed at AAC

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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
Yes  No

9.28 Is the size of the faculty appropriate to the total student enrollment?
Yes  No

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

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
Yes  No  NA, hiring responsibility is at AAC

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

ED00025586
9.30 Are teaching loads reasonable?
✓ Yes  ☐ No

**ACADEMIC ASSOCIATE’S DEGREES ONLY**

9.38 Reviewed at AAC
9.39 Reviewed at AAC
9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
✓ Yes  ☐ No  ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

**GENERAL COMMENTS:**

Students in the Visual Communication program are positive and all of the students interviewed have recommended the school to friends or family. Students had very positive things to say about instructors, they especially mentioned Mr. Michael Moyer as an outstanding instructor.
### SUMMARY

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2-2-503</td>
<td>The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios (pages 15, 26, 30, 35, 39, 44, 49).</td>
</tr>
<tr>
<td>2.</td>
<td>3-1-513(a) and Glossary</td>
<td>Course syllabi do not include appropriate out-of-class learning activities and assignments (pages 25, 26, 30, 31, 34, 35, 43, 44, 48, 49).</td>
</tr>
<tr>
<td>3.</td>
<td>3-1-513(a) and Glossary</td>
<td>Independent study courses are not used appropriately in all programs (page 29).</td>
</tr>
<tr>
<td>4.</td>
<td>3-1-531(a)</td>
<td>The campus does not have appropriate instructional resources in all programs (pages 44-45).</td>
</tr>
<tr>
<td>5.</td>
<td>3-1-543</td>
<td>Not all faculty development plans have documented evidence of their implementation (page 18).</td>
</tr>
</tbody>
</table>
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):

- Mr. Michael Moyer be elevated to the position of lead instructor for the Visual Communications program.
- A program advisory committee be established to enrich the new academic associate’s degree program in Business Management.
### Student Survey Response Summary Graph

<table>
<thead>
<tr>
<th>Personify Id</th>
<th>Survey Question</th>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>00016044</td>
<td>1.1. Do you have other postsecondary or college education?</td>
<td>Yes</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?</td>
<td>Yes</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs</td>
<td>Yes</td>
<td>22</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school</td>
<td>21</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees</td>
<td>20</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2.2. Did you receive a catalog or provided access to an online catalog?</td>
<td>20</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2.3. Did the catalog accurately portray programs, services and policies of the institution?</td>
<td>20</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?

- Yes: 21
- No: 1

3.1. Do you receive financial aid?

- Yes: 17
- No: 2
- N/A: 3

3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?

- Yes: 17
- No: 2
- N/A: 3

3.3. Are you aware of your loan repayment obligations?

- Yes: 19
- No: 0
- N/A: 3
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Do you know when you will complete your program?</td>
<td>19</td>
<td>3</td>
<td>86.36%</td>
<td>13.64%</td>
<td></td>
</tr>
<tr>
<td>4.2. Are your instructors available to provide additional help?</td>
<td>22</td>
<td>0</td>
<td>100.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3. Are computers, lab equipment, etc. in good working order?</td>
<td>22</td>
<td>0</td>
<td>100.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4. Were textbooks available when you started classes?</td>
<td>22</td>
<td>0</td>
<td>100.00%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22</td>
<td>0</td>
</tr>
</tbody>
</table>

5.1. Overall, I am satisfied with the quality of education I am receiving.

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>22</td>
</tr>
</tbody>
</table>

5.2. I would recommend this school to others.

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>21</td>
</tr>
</tbody>
</table>
Miss E,

Here are two reports I seconded edited. They should be ready to go out. They are attached here and on the M:\drive.

Ian Harazduk
Manager, Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, D.C. 20002
Tel: (202) 336-6795
Fax: (202) 842-2593

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ITT TECHNICAL INSTITUTE
6630 Highway 290 East, Suite 150
Austin, TX 78723
ACICS ID Code: 00016037

MAIN
ITT TECHNICAL INSTITUTE
Indianapolis, IN 46268
ACICS ID Code: 00016040

Mr. W. Douglas Howard, Director
itt-tech.edu

October 9-10, 2012

<table>
<thead>
<tr>
<th>Chair</th>
<th>Monterey Peninsula College</th>
<th>Monterey, CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Rafael Ramirez-Rivera</td>
<td>Inter-American University of Puerto Rico</td>
<td>Gurabo, PR</td>
</tr>
<tr>
<td>Ms. Kathleen Embry</td>
<td>International Academy of Merchandising and Design, Ltd.</td>
<td>Chicago, IL</td>
</tr>
<tr>
<td>Ms. Beverly Allen Harchick</td>
<td>Sole Practitioner-Attorney At Law</td>
<td>Pittsburgh, PA</td>
</tr>
<tr>
<td>Mr. Frank L. Torbert, Jr.</td>
<td>FLT Trading, Inc.</td>
<td>Imperial, PA</td>
</tr>
<tr>
<td>Mr. Juan Carlos Peralta</td>
<td>Electrical Engineering</td>
<td>Doral, FL</td>
</tr>
<tr>
<td>Mr. Michael Bleacher</td>
<td>IT Network and Security</td>
<td>Westminster, CO</td>
</tr>
<tr>
<td>Ms. Beth Huffman</td>
<td>Drafting and Design</td>
<td>Downers Grove, IL</td>
</tr>
<tr>
<td>Ms. Lindsey Withem</td>
<td>Senior Accreditation Coordinator</td>
<td>ACICS</td>
</tr>
</tbody>
</table>
## PROGRAMS OFFERED BY

ITT Technical Institute  
Austin, Texas

<table>
<thead>
<tr>
<th>Credential Earned</th>
<th>Approved Program Title</th>
<th>Clock Hrs.</th>
<th>Qtr. Hrs.</th>
<th>Enroll: FT (full-time) / PT (part-time)</th>
<th>AIR Retention &amp; Placement 2011</th>
<th>AIR Retention &amp; Placement 2010</th>
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</tbody>
</table>

* Programs reviewed for the first time.

** The following programs do not have current enrollments:
- Associate of applied science, IT Multi-Media – has been taught out.
- Associate of applied science, Software Development Technology – has been taught out.
- Bachelor of science, Construction Management – has been taught out.
- Associate of applied science, Graphic Communications & Design – has not been offered yet due to low demand.
- Associate of applied science, Mobile Communications – has not been offered yet but will be in the future if demand warrants it.
- Bachelor of science, Business Management – has not been offered yet but will be offered in the future.

Note: The ITT Technical Institute associate of applied science degree is equivalent to the ACICS academic associate's degree and the bachelor of science degree is equivalent to the ACICS bachelor’s degree.
INTRODUCTION

ITT Technical Institute - Austin campus is one in a network of 125 ITT Technical Institute co-educational, non-denominational, private, postsecondary educational institutions operated by ITT/ESI. It hosts a large, modern facility that has recently undergone renovations that have included WiFi access throughout the campus, new electronics, and upgraded offices and classrooms. The campus serves the Austin, Texas, metropolitan area which is experiencing a resurgence of employment opportunities in the private sector but severe cutbacks to public education. The public education cutbacks have given the campus an opportunity to access a qualified pool of instructors for their programs. The high employment rates have forced the campus to modify course scheduling to offer a primarily robust evening program for their student population since most students now work during the daytime hours. Currently, 85% of all courses offered are scheduled in the evening.

It was noted that this campus has experienced a reduction in population in recent years due to the opening of two new campuses nearby. The new Waco, Texas, campus has resulted in the loss of the Killeen, Texas, market which has a large military population. Another ITT campus has been opened in east San Antonio, Texas, which has taken the San Marcos, Texas, population from the Austin campus. The campus currently serves 433 full time and 88 part time students and offers more than 20 academic associate's and bachelor's degree programs in a variety of technical fields.
REPORT QUESTIONS

1. MISSION

1.01 Response submitted by Academic Administrative Center
1.02 Response submitted by Academic Administrative Center
1.03 Response submitted by Academic Administrative Center
1.04 Response submitted by Academic Administrative Center
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 Does the campus have its own CEP, separate from the institution's IEP?
   Yes  No
1.09 Does the CEP describe the following?
   The characteristics of the programs offered.
   Yes  No
   The characteristics of the student population.
   Yes  No
   The types of data that will be used for assessment.
   Yes  No
   Specific goals to improve the educational processes.
   Yes  No
   Expected outcomes of the plans.
   Yes  No
1.10 Are the following five required elements evaluated in the CEP?
   Student retention.
   Yes  No
   Student placement.
   Yes  No
   Not Applicable (new branch only)
   Level of graduate satisfaction.
   Yes  No
   Not Applicable (new branch only)
   Level of employer satisfaction.
   Yes  No
   Not Applicable (new branch only)
   Student learning outcomes.
   Yes  No
1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.

Student learning outcomes focus on the acquisition of technical skills, soft skills, and knowledge that the student must have obtained to progress to the next course level in a program, as well as, those competencies needed to prepare for gainful employment within the program of study. Outcomes are assessed by completion rates, placement rates, employer and graduate surveys, student grade point averages, and successful completions of program capstone experiences.

1.12 Are the following identified and described in the CEP?

The baseline data for each outcome.
☐ Yes ☐ No ☐ Not Applicable

The data used by the campus to assess each outcome.
☐ Yes ☐ No ☐ Not Applicable

How the data was collected.
☐ Yes ☐ No ☐ Not Applicable

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 (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

☐ Yes ☐ No

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

☐ Yes ☐ No

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

A variety of activities have been addressed within each academic program area to reach stated placement and retention goals which include: identifying at-risk students, contacting each student after each absence, directing students to support services such as tutoring that will enable successful completions, reviewing course surveys to make sure courses are relevant and faculty are successful, continuing a robust advisory committee, creating career game plans for recent graduates, steering capstone students to career services to insure access to recent job opportunities, and networking with potential employers through professional and community organizations.

1.16 Does the campus have documentation to show the following?

(a) That the IEP 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 director, Mr. Douglas Howard, is responsible for implementing and monitoring the CEP. He holds a bachelor's degree in Business Management from Wayland Baptist University. Mr. Howard joined ITT Technical Institute in 1995 as the director of recruiting for the San Antonio, Texas, campus where he worked for nine years. In 2004, he was promoted to campus director, and served in that capacity at the Richmond and Springfield, Virginia, campuses for three years prior to becoming the director of the Austin campus in September 2007. Mr. Howard brings 16 years of experience in leadership, human and financial management, business and marketing, operations and compliance leadership in the secondary for-profit educational sector. He has over 30 years of service with the U.S. Air Force where he was honorably discharged with the highest rank awarded to a
non-commissioned officer.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
☒ Yes ☐ No

2. ORGANIZATION

2.01 (a) Response submitted by Academic Administrative Center

2.01 (b) Response submitted by Academic Administrative Center

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

(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 Response submitted by Academic Administrative Center

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?
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?
☐ Yes ☐ No

Mr. Douglas Howard is the on-site administrator for the ITT Technical Institute, Austin, campus. As previously stated, he holds a bachelor's degree in Business Management from Wayland Baptist University. Mr. Howard joined ITT Technical Institute in 1995 as the director of recruiting for the San Antonio, Texas, campus where he worked for nine years. In 2004, he was promoted to campus director, and served in that capacity at the Richmond and Springfield, Virginia, campuses for three years prior to becoming the director of the Austin campus in September 2007. Mr. Howard brings 16 years of experience in leadership, human and financial management, business and marketing, operations and compliance leadership in the secondary for-profit educational sector, and he has over 30 years of service with the U.S. Air Force where he was honorably discharged with the highest rank awarded to a non-commissioned officer.

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) Response submitted by Academic Administrative Center

(b) Admissions.
☐ Yes ☐ No

(c) Response submitted by Academic Administrative Center

(d) Response submitted by Academic Administrative Center

(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 Response submitted by Academic Administrative Center

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?

☐ Not Applicable. The campus does not accept ability-to-benefit students.

3.11 Do student files contain evidence of graduation from high school or the equivalent?
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 26 student files during the evaluation.

4.02 How does the institution ensure that its student relations reflect high ethical standards?
ITT policies and procedures are explicitly stated in several documents available to students, administrators, and the general public. Students and administrators interviewed expressed their satisfaction with the level of clarity of the institutional regulations and how they are implemented. All student files reviewed evidenced compliance with the institutional, state and federal regulations.

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 Reviewed at AAC

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Who is responsible for the oversight of student recruitment at the campus and what are this person’s qualifications?
Ms. Vanessa Hoenninger is the director of recruitment at the campus. She holds a bachelor’s degree in Psychology from the University of the Incarnate Word in San Antonio, Texas and a master’s degree in Education from Texas State University in San Marcos, Texas. Ms. Hoenninger has been with the institution since January 2012. She was promoted to director of recruitment on August 27, 2012. Prior to joining the institution she worked as a bilingual teacher and as a restaurant manager.

4.10 Describe the process for the recruitment of new students.
The central administration of ITT Technical Institute is responsible for implementing the marketing strategies for all the campuses in the system. Among the methods utilized to recruit prospective students are the following: internet, television and radio advertising, direct mail, representative-generated personally developed leads, and referrals. At the campus level, the recruitment of new students is concentrated in telephone communications and person-to-person orientations on-site. In addition, the campus has a community relations specialist who develops relationships with high school administrators, faculty, and other key influencers within the community to raise the awareness of the programs of study offered at this campus. Presentations are made at local high schools, job fairs, and other related events.

Are these recruiting practices ethical and compatible with the educational objectives of the institution?

☐ Yes ☐ No

4.11 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

4.12 Does the institution 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

4.13 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

The campus provided evidence of appropriately completing the renewal application for the certification of all admission representatives at the Austin campus. The Texas Workforce Commission has not issued the current certification document for the 21 representatives of the Austin Campus.

4.14 Are the titles of recruitment and enrollment personnel appropriate?

☐ Yes ☐ No

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

☐ Yes ☐ No

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

☐ Yes ☐ No

4.17 Reviewed at AAC

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

☐ Yes ☐ No ☐ Not Applicable
4.19 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?
☒ Yes ☐ No

4.21 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 59-65 of the 2012-2013 catalog, volume 53.

4.22 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 (institution does not offer)
Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (institution does not offer)
A probationary period.
☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☐ Yes ☐ No ☐ Not Applicable (institution does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (institution only offers one program of study)
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (institution only offers one credential)
The implications of transfer credit.
☒ Yes ☐ No
4.23 Does the campus apply its SAP standards consistently to all students?
☐ Yes ☐ No

4.24 Are students who are not making satisfactory academic progress properly notified?
☐ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)

4.25 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
☐ Yes ☐ No

4.26 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)

4.27 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)

4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student’s enrollment?
☐ Yes ☐ No

4.29 Are students allowed to remain on financial aid during the probationary period?
☐ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

If Yes, is the student informed of this policy?
☐ Yes ☐ No

4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?
☐ Yes ☐ No

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

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☐ Not Applicable (institution does not have extended enrollment)

4.33 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)

4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☐ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person’s qualifications?
Mr. John Janisch is the dean of academic affairs at the campus and is responsible for the administration of satisfactory academic progress. He holds a bachelor’s degree in Business Administration from Winona State University in Winona, Minnesota and a master’s degree in Public Administration from Troy State University in Troy, Alabama. Mr. Janisch has been with the institution since 2004 where he was the chair of the School of Electronics and a faculty member at the Minnesota campus. On January 16, 2012 he was appointed to his current position in Austin, Texas. Prior to joining the institution he worked for 30 years with the United States Navy.

4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
☐ Yes ☐ No
4.37 Reviewed at the institution level.

4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?

☐ Yes ☐ No ☐ Not Applicable (institution offers loans only)

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

The campus offers three scholarships which are published on pages 95-96 and in an addendum of the 2012-2013 catalog, Volume 53. The scholarship identified in the addendum, Second Change Incentive, was not mentioned in the self-study report provided to the team.

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

☐ Yes ☐ No

4.40 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

4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?

☐ Yes ☐ No

If yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?

☐ Yes ☐ No ☐ Not Applicable

4.42 Is the effective date listed on announcements of changes in tuition and fees?

☐ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)

4.43 Is the institution’s refund policy published in the campus catalog?

☐ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?

☐ Yes ☐ No

4.45 Is the campus following its stated refund policy?

☐ Yes ☐ No

4.46 Does the campus offer financial aid?
4.47 Who is responsible on-site for administering student financial aid, and what are this person’s qualifications?

Mr. Christopher Shannon McCool is the director of financial aid at the campus. He holds a bachelor’s degree in Preaching and Evangelism from Central Bible College in Springfield, Missouri. Mr. McCool has been with the institution since April 2006 as a financial aid coordinator and in July 2010 he was promoted to his current position. Prior to joining the campus he worked with several financial services organizations in different professional roles.

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

☐ Yes ☐ No (Skip to Question 4.53.)

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

☐ Yes ☐ No

4.50 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

4.51 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. McCool is a member of the Texas Association of Financial Aid Administrators (TAFAA). The campus provided evidence of workshops that Mr. McCool has participated in as well as the approval of all ITT mandatory e-courses taken during the period of 2009-2012. Mr. McCool also reads regulations of financial aid provided by several sources, such as the Student Financial Aid Handbook available online.

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

☐ Yes ☐ No

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

☐ Yes ☐ No (Skip to Question 4.54.)

4.54 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 offers student orientation sessions for all new entries approximately three weeks prior to the start of classes. Representatives of all academic and administrative services participate actively and provide information to students. Tutoring services are provided to those students that request it. The campus does not currently employ a professional counselor; counseling is referred to outside professional services. The campus director, program chairs, and faculty members assist their student as requested in terms of academic guidance.

4.55 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

4.56 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

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

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

4.57 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person’s qualifications?
Ms. Amber Travis Ballinas is the director of career services at the campus. She holds a bachelor's degree in Business Management from The University of Texas at Austin and a master's degree in International Business from the University of Saint Thomas in Houston, Texas. Ms. Travis Ballinas began as an adjunct faculty member at this campus in April 2009 and then was promoted to serve as the chair of the School of Business in March 2010. She began her current position in September 2012. Prior to joining the campus she worked in sales, management and employment recruitment with ADECCO.

4.58 Does the institution offer employment assistance to all students?
☑ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☑ No

4.60 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?
☑ Yes ☐ No

4.61 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

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☑ Yes ☐ No

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Student financial aid files reviewed evidenced that students are counseled prior to taking a loan and after completion of the program of study. Among the documents that students sign are the Federal Student Loan Entrance and Exit Counseling and the Federal Stafford Loan Test forms. Students agree to repay loans, notify the lender of changes regarding personal information, and read and understand the Master Promissory Note and information regarding the lender of guarantee.

4.64 Describe the extracurricular activities of the institution (if applicable).

The campus provided evidence that the following extracurricular activities are organized and offered to the student population: constitutional day, editable book festival, voter's registration, and student appreciation week and cookout. In addition, nine students are members of the National Technical Honor Society, the leading organization in the United States that recognizes outstanding student achievement in career and technical education.

GENERAL COMMENTS:

The team interviewed more than 100 students from the day and evening sessions. Students expressed their satisfaction with the academic and administrative services provided by the campus.

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☑ Yes ☐ No

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

Mr. John Janisch, dean of academic affairs, is assigned to oversee the educational activities at the campus. As previously stated, Mr. Janisch holds a bachelor's degree in Business Administration from Winona State University and a master's degree in Public Administration from Troy State University. He has been employed with ITT Technical Institute since November 2004, holding the positions of adjunct faculty member and School of Electronics Technology chair before being appointed dean of academic affairs in January 2012.

5.03 Does this person have appropriate academic or experiential qualifications?
☑ Yes ☐ No
5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The institution allows for sufficient authority and oversight of the programs through specified processes in such areas as curriculum review, student success, and advising which also involves school chairs, faculty, and campus staff. Currently, the dean spends 42.5% of his time on administration, 37.5% on advising/counseling, and 20% on meetings.

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 Reviewed at AAC

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 carry specialized or programmatic accreditation?

☐ Yes ☐ No (Skip to question 5.10)

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

☐ Yes ☐ No

5.11 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

5.12 What provisions are made for individual differences among students?

The institution provides tutoring for students through the learning resource center (LRC). Tutoring is available on a variety of subjects and available at various hours on an appointment basis. The tutoring schedule for each term is posted in the LRC.

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

The system in place to evaluate, revise, and make changes to the curriculum occurs through curriculum committees, advisory committees, a formal procedure, through faculty in-service breakout sessions, and through informal communication. Faculty may be chosen to serve on a National Curriculum Committee. Program advisory committee (PAC) meetings are held for the review and discussion of curriculum adjustments and changes. Faculty submission of curricula changes can be made either through a formal procedure to the central administration, an informal recommendation through the school chair, and/or through open discussions at quarterly faculty breakout sessions.

5.14 Does the faculty participate in this process?

☐ Yes ☐ No

5.15 Reviewed at AAC

5.16 If the institution 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 ☐ NA (institution does not award such credit)

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

☐ Yes ☐ No

In one case of the five files reviewed, Mr. Daniel Goodman was awarded credit (CR) for achieving proficiency on the GE184T Problem Solving proficiency exam. However, this exam could not be located on the faculty portal. Exams for the remaining four files reviewed were located.

5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only non-degree programs are offered with no general education courses, skip to 5.19)

Facilities
\[ \checkmark \text{Yes} \quad \square \text{No} \]

Instructional equipment
\[ \checkmark \text{Yes} \quad \square \text{No} \]

Resources
\[ \checkmark \text{Yes} \quad \square \text{No} \]

Personnel
\[ \checkmark \text{Yes} \quad \square \text{No} \]

5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
\[ \checkmark \text{Yes} \quad \square \text{No} \]

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
\[ \checkmark \text{Yes} \quad \square \text{No} \]

5.21 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

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

(Section 3-1-531(d): There is no evidence that the campus complies with applicable copyright laws in the use of instructional materials. The team could not confirm compliance with application licensing laws in relation to the following software packages: Pelles C Compiler and Omni Peek. According to the current campus software listing, Autodesk AutoCad 2012 and 3D Studio Max 2012 are imaged in the classrooms, yet a listing of software keys identify Autodesk AutoCad 2008 and 2010 and 3D Studio Max 2008 and 2010.)

5.22 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
\[ \checkmark \text{Yes} \quad \square \text{No} \]

5.23 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)

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

(Section 3-1-541): Not all transcripts from credentials earned outside the United States have been evaluated by a member of AICE or NACES. Transcripts from foreign institutions have not been evaluated for the following faculty members:

- Arijit Chandra, BSEE in Electrical Engineering, India Institute of Technology, Kharagpur, India;
- Khaled Kamel, Master of Mathematics, Waterloo University, Waterloo, Ontario;
- Eugene Nikolaevski, MS Mathematics, Statistics, Physics, Rostov State University, Moscow, Russia;
- Divya Tuteja, Bachelor's degree, Guru Gobind Singh Indraprastha University, Delhi

NOTE: An evaluation request was submitted for Khaled Kamel on October 10, 2012 after a request was made by the visiting team.

5.24 Is there documented evidence of a systematic program of in-service training at the campus?
5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☐ Yes ☒ No

If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

(Section 3-1-543): There is not documented evidence of the implementation of faculty development plans. Faculty development plans have been developed for all faculty members, yet implementation and documentation are not on file to support activities completed on the plans. The following faculty members have identified activities that were not documented:

- Mr. Daniel Crisp, membership in the American Civil Liberties Union (April 30, 2012), attendance at the Geek Speak conference (August 30, 2012), and readings from The Atlantic (February 15, 2012).

- Ms. Regina Franklin - membership in AMS (September 30, 2012), readings from the White Paper Review (July 1, 2012), and attendance at the Math Colloquium at UT (February 18, 2012).

- Mr. Nicholas Harris and Ms. Khaled Kamel - memberships in Institute of Electrical and Electronic Engineers (IEEE).

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

☐ Yes ☐ No

5.27 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

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

☐ Yes ☐ No

5.31 Reviewed at AAC

5.32 Reviewed at AAC

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

☐ Yes ☐ No

5.34 Reviewed at AAC

5.35 Reviewed at AAC

5.36 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:
Faculty members seem to understand the process for curriculum evaluation and know the process they need to take to submit recommendations. Faculty do not understand what faculty governance means; yet, according to the description in the faculty handbook, they are included as part of the process. Overall, faculty members appeared pleased with the campus-level administration feeling that the director, dean, school chairs all have their best interest and the best interest of the students in mind.

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 institution is located approximately three miles from downtown Austin, Texas, and consists of 38,300 square feet. The facility contains eight laboratories, thirteen theory rooms, a student lounge/internet cafe, LRC, faculty work area, employee break room, and administrative offices. The campus is easy to navigate and laid out with a logical flow. Academic staff offices are located down the main hallway, allowing for easy accessibility by students. The parking lot is situated close to the building entrance and appears large enough to accommodate students' parking needs.

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-site locations) 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-site locations)?

(a) Equipment.
☒ Yes ☐ No

(b) Instructional tools.
☒ Yes ☐ No

(c) Machinery.
☒ Yes ☐ No

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

GENERAL COMMENTS:

The campus underwent a remodel from fall 2010 through spring 2011 resulting in an updated LRC space, a new student lounge/internet cafe, and projectors in all theory rooms and laboratories.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
A catalog dated 2012-2013 Volume 53 with a publication date of September 26, 2012 was used during the evaluation visit.

7.02 Does the self-study accurately portray the campus?
☒ Yes ☐ No

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

If No, insert the section number in parentheses and explain:
The catalog is administered to students in an electronic version. If a hard copy is requested, the campus will print a copy for students.

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 institution 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 offered.
☐ Yes ☐ No ☐ Not Applicable (no scholarships 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)

The campus has one scholarship listed in the catalog that is found in an addendum placed in the body of the catalog that pre-dates the publication date of the catalog.

7.05 Does the institution 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

7.06 Does the institution 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.)

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, including the campus' Web site, 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 uses direct mail, print documents, their website, and television commercials to advertise. Many of the advertisements are specific to the programs offered at the campus.

Are the 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 consent was obtained and that remuneration was not made for the consent or the use of the advertisement?
☐ 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 or for failure in job placement?
☐ Yes ☐ No

7.16 Is the phrase “for those who qualify” properly referenced in all advertising that mentions financial aid?
☐ Yes ☐ No ☐ Not Applicable (institution does not participate in financial aid)

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

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

Per the budget, to date $148.00 has been spent on library resources with an additional $675.00 allocated to be spent in November. A review of purchase orders revealed that an additional $1,500.00 has been spent toward the purchase of updated certification testing manuals, renewal of periodical subscriptions and updates of software manuals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
8.11 Are the library hours adequate to accommodate the needs of all students?
☒ Yes ☐ No

8.12 Reviewed at AAC

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 Reviewed at AAC

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 Reviewed at AAC
8.17 Reviewed at AAC
8.18 Reviewed at AAC
8.19 Reviewed at AAC
8.21 Reviewed at AAC

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

GENERAL COMMENTS:
The Virtual Library offers an extensive collection of subscription databases along with research guides for each subject area and general education courses. Students are pleased with the available resources from both the on-campus LRC and the Virtual Library.

9. PROGRAM EVALUATION
Bachelor's degree in Project Management
Bachelor's degree in Project Management and Administration
Bachelor's degree in Project Management and Administration (Construction Option)
Academic associate's degree in Business Management
Academic associate's degree in Accounting

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC
9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. John Janisch, the dean of academic affairs, serves as the current administrator of the Project Management and Business programs. As previously stated, he holds a bachelor's degree in Business Administration from Winona State University and a master's degree in Public Administration from Troy State University. Mr. Janisch has been with the institution since 2004 where he was the chair of the School of Electronics and a faculty member at the Minnesota campus. On January 16, 2012 he was appointed to the current position in Austin, Texas. Prior to joining the institution he worked for 30 years with the United States Navy.

Mr. Janisch is assisted by Mr. Kenneth Cohen who was recently promoted to subject matter expert on September 17, 2012 and has been a part-time adjunct professor since being hired in June 2011. Mr. Cohen holds a master's degree in Business Administration from Baruch College and a bachelor's degree in Marketing from Pace University. He teaches three courses each term and is primarily responsible for teaching the Capstone Project course. Approximately 85% of his time is spent teaching and the remaining 15% on administrative duties. Mr. Cohen is retired and has many years of training and project management experience with Honeywell International, McGraw Hill, and American International Group.

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 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 62%
☐ Yes ☑ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%
☑ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☑ Yes ☐ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
The academic associate's degree program in Accounting has a retention rate of 55.6% on the 2011 CAR. The program currently has only one student who should graduate after the current quarter. This program is being taught out.

9.07 List the community resources and how they are utilized to enrich the program(s).
Students have participated in field trips to Media Riders, Inc., APAC Texas, Inc., and H.E.B. Super Market. For the second year in a row the capstone project involved several meetings with the Boys and Girls Club of America. Guest speakers have included individuals from Time Warner Cable, McElroy Translation Services and Villas at Commanders Point.

9.08 Are these resources sufficient?
☑ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
☑ Yes ☐ No
9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☐ Yes ☐ No

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

(a) Title and course descriptions

☐ Yes ☐ No

(b) Course numbers

☐ Yes ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes ☐ No

(d) Instructional contact hours/credits

☐ Yes ☐ No

(e) Learning objectives

☐ Yes ☐ No

(f) Instructional materials and references

☐ Yes ☐ No

(g) Topical outline of the course

☐ Yes ☐ No

(h) Instructional methods

☐ Yes ☐ No

(i) Assessment criteria

☐ Yes ☐ No

(j) Method of evaluating students

☐ Yes ☐ No

(k) Date the syllabus was last reviewed

☐ Yes ☐ No

For campuses participating in Title IV 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

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

☐ Yes ☐ No
If No, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Three calls were made for the academic associate's degree program in Accounting.

Two calls were made for the bachelor's degree program in Project Management.

How many calls to employers or graduates were successful?

Two calls were successful for the Accounting program.

Two calls were successful for the Project Management program.

How many of the calls where contact was made with employers or graduates 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 employment as reported on the 2011 CAR.

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

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the “homework” section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
If No, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

(a) Facilities
   ☒ Yes ☐ No

(b) Instructional equipment
   ☒ Yes ☐ No

(c) Resources
   ☒ Yes ☐ No

(d) Personnel
   ☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
   ☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
   ☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?
   ☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   ☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9.43 Reviewed at AAC

9.44 Reviewed at AAC

9.45 Reviewed at AAC

9.46 Reviewed at AAC

9.47 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?
   ☒ Yes ☐ No ☐ N A, (no students in the third and fourth years)
9.48 Reviewed at AAC

GENERAL COMMENTS:
The recently appointed subject matter expert and the 3 part-time faculty members are sufficient to handle the 61 students in the five programs. The accounting program is being taught out so that the faculty can focus on the Business Management and Project Management programs. The team learned that the students appreciated the small class sizes and thought that most of the instructors were very experienced.

9. PROGRAM EVALUATION
Academic associate's degree in Paralegal
Academic associate's degree in Paralegal Studies

9.01 See response from AAC
(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Melanie Carstarphen, chair, School of Criminal Justice since June 2012, holds a juris doctorate degree from South Texas College of Law in Houston, Texas, and a bachelor's degree in English from Dallas Baptist College, Dallas, Texas. She has practiced law for 22 years, has taught for 9 years, and has served in administrative positions in proprietary schools for more than 4 years. She worked as a paralegal before attending law school and has been published in the “Texas Bar Journal”.

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 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

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

(Section 3-1-511): The amount of time devoted to the administration of the programs is not commensurate with the size and scope of the program. Ms. Melanie Carstarphen, program chair, is teaching four courses this term in addition to her duties as administrator of the programs. According to the instructors who were interviewed, the institution's policy is that program chairs do not teach more than two courses per term. Even though the combined enrollment of the programs is only 25 students, the administrative duties of the chair, as outlined in her job description, are complex and multi-faceted such that teaching four courses in addition to the administrative duties is an excessive job load.

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 62%
- Yes ☑ No ☑ Not applicable (new branch only)
(b) Student placement rate of 58%
- Yes ☑ No ☑ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
- Yes ☑ No
9.07 List the community resources and how they are utilized to enrich the program(s).

Students have taken field trips to a law library, the Texas Supreme Court, and the Texas Court of Criminal Appeals. All of the instructors in the program either currently work in law or law-related offices in the community or did so until recently. A program advisory committee (PAC) meets twice per year. Students have participated in activities for the local paralegal association. Although the campus does not offer externship opportunities, the program chair organized an "Adopt a Paralegal Night" as a way to match local employers with graduating students. Adopted students spent a day working in the office of the employer. Some students were adopted by multiple employers.

9.08 Are these resources sufficient?

☐ Yes ☐ No

9.09 Reviewed at AAC

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

☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☒ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☐ Yes ☒ No

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

(a) Title and course descriptions

☐ Yes ☐ No

(b) Course numbers

☐ Yes ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes ☒ No

(d) Instructional contact hours/credits

☐ Yes ☐ No

(e) Learning objectives

☐ Yes ☐ No

(f) Instructional materials and references

☐ Yes ☒ No

(g) Topical outline of the course

☐ Yes ☒ No

(h) Instructional methods

☐ Yes ☒ No
(i) Assessment criteria
☐ Yes ☐ No

(j) Method of evaluating students
☐ Yes ☐ No

(k) Date the syllabus was last reviewed
☐ Yes ☐ No

For campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No

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

**Section 3-1-513(a) and Glossary**: Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of the syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☒ NA, (there have been no graduates)

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

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

**Section 2-2-503**: There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Although each syllabus contains an evaluation criteria table, none of the tables contain “homework” or “out-of-class work” categories.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

If No, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of the syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

Teaching loads are reasonable, with the exception of the teaching load of the program chair as discussed in question 9.05 above.

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☒ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS:

The seven students who were interviewed expressed satisfaction with the programs. The team was impressed with the Adopt-A-Paralegal program instituted by the program chair and adopted by the instructors. Instructors who were interviewed stated that the campus administrators will "bend over backwards" to support and assist instructors.
9. PROGRAM EVALUATION

Academic associate's degree in Information Technology - Computer Network Systems
Bachelor's degree in Information Systems and Cybersecurity
Bachelor's degree in Information Systems Security

9.01 See response from AAC
   (a) See response from AAC
   (b) See response from AAC
   (c) See response from AAC
   (d) See response from AAC

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

Mr. Michael Atkinson is chair of the School of Information Technology. He reports to the dean of academic affairs, Mr. John Janisch. Mr. Atkinson holds a bachelor's degree in Music Education from Howard Payne University in Brownwood, Texas, and a master's degree in Information Systems from Tarleton State University in Stephenville, Texas. In addition, Mr. Atkinson has received numerous industry standard certifications in Computer Networking including CompTIA A+. Mr. Atkinson has been employed by ITT Technical Institute since February 2000 and in his chair position since 2008.

9.03 Does this individual possess appropriate academic or experiential qualifications?
   [ ] Yes  [ ] No

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

(Section 3-1-511): The administration of the academic program is not assigned to individuals whose academic or experiential qualifications are related to the program of study. Although Mr. Michael Atkinson has experience in the field of Computer Network Systems, he has no experience or academic training in the area of Information Systems Security or Cybersecurity. His only work experience for the past 13 years has been as an instructor in computer networking courses. Prior to that, he worked in the computer networking industry, but his ACICS data sheet only mentions networking and mentions no experience with information security. The team found no evidence of qualifications, industry-standard certification, or academic coursework in information security, a highly specialized field of study and work.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 62%
      [ ] Yes  [ ] No  [ ] Not applicable (new branch only)
   (b) Student placement rate of 58%
      [ ] Yes  [ ] No  [ ] Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
   [ ] Yes  [ ] No

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

There was a field trip and a program advisory committee (PAC) meeting during the reporting period. The advisory council meeting was attended by members of the community who serve in business positions which benefit the student population in the areas of industry needs, assessment, and employment.
9.08 Are these resources sufficient?
☑ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
☑ Yes ☐ No

9.11 For programs that include practica, internships, or externships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☑ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☑ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☑ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☑ Yes ☐ No
(b) Course numbers
☑ Yes ☐ No
(c) Course prerequisites and/or corequisites
☑ Yes ☐ No
(d) Instructional contact hours/credits
☑ Yes ☐ No
(e) Learning objectives
☑ Yes ☐ No
(f) Instructional materials and references
☑ Yes ☐ No
(g) Topical outline of the course
☑ Yes ☐ No
(h) Instructional methods
☑ Yes ☐ No
(i) Assessment criteria
☑ Yes ☐ No
(j) Method of evaluating students
☑ Yes ☐ No
(k) Date the syllabus was last reviewed
☑ Yes ☐ No
For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs only:

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

☐ Yes ☒ No

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

☐ Yes ☒ No

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Twenty-six calls were made for the academic associate’s degree program in Information Technology-Computer Network Systems.

Seven calls were made for the bachelor’s degree program in Information Systems Security.

There are currently no graduates in the bachelor’s degree program in the Information Systems and Cybersecurity.

How many calls to employers or graduates were successful?

For the Information Technology - Computer Network Systems program, 14 calls were successful.

For the Information Systems Security program, three calls were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

For the Information Technology - Computer Network Systems program, no calls could confirm employment of graduates as reported on the CAR.

For the Information Systems Security program, three calls confirmed employment as reported on the CAR.

If No, insert “Section 3-1-303(a)” in parentheses and explain:
(Section 3-1-303 (a)): The team could not verify the 2011 CAR. The ITT Technical Institute campus catalog informs students in the associate's degree program in Information Technology - Computer Network Systems that the program prepares "graduates to perform tasks associated with installing, upgrading, and maintaining computer network systems in typical LAN/WAN environments." A large majority of graduates are identified as working in this field when they are either working in a related field or working in a field that requires none of the education they have received in this program. Some examples include student Ms. Jessica Bush who reports that she "uses" security cameras "to monitor visitor and staff working at the capital." She is also a user of Microsoft applications, but her main function is security. While she reports being happy with her job and is familiar with the systems she is using, she does not troubleshoot the network beyond the user level and reports that she would put in a trouble ticket for support staff if a problem developed. Student Mr. Silvino Gamez Jr. is reported to be working in field by the campus and the team verified he is employed by a temporary placement agency which placed him in a warehouse "Picking, packing, assembling hard drive orders." This function has no relation to computer networking and does not require any education as provided by the program. Students Mr. Darius Bijou and Mr. Richard Jason are employed as 'image techs' by a temp agency called Keystaff. Keystaff reports they "use Dell's ximage" to image hard drives. The job description sent by Keystaff representative Ms. Amanda Osuna shows no college training or experience required for this position. Student, Mr. James Garcia, is employed by temporary agency Nexxlinx, which placed him with EA Games, a producer of video games. Nexxlinx reported to the team that Mr. Garcia's function is to answer support calls from gamers who call in for help on various game system issues. Also placed with Nexxlinx is Mr. Zechariah Shepard, who reportedly works as an IT sales' staffer selling software. This is not related to networking though he is reported as working in-field as a graduate of the program. Student, Ms. Michelle Tello, is working for Insurance Auto Auctions and was classified as placed in-field. The campus reports her title as customer service rep, but the team discovered her title to be title clerk with duties related to researching titles on vehicles using a computer -- nothing to do with computer networking. Of the 14 successful calls the team made, all of which reported students working in-field, none of them were verified in-field. Several were working in a related field, and several were out of field.

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

☐ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

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

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment
9.25 Reviewed at AAC

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No  ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☐ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No  ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS:

The team commends the innovative programs and obvious dedication of the career services staff. The career services office stocks neckties and has local business contacts which donate business suits and other clothing for underprivileged students so they will be able to present a professional appearance for their first job interview. The team finds this to be unique and quite a valuable resource to the students.

The team finds that the IT faculty are very well-liked by the students. Both day and night students recognized full-time and adjunct faculty by name and commended Mr. Michael Atkinson, Mr. Bruce Roberts, and Mr. Cornelius Chopin for their willingness to stay after class for one-on-one tutoring and their strong subject knowledge in the area of networking.

9. PROGRAM EVALUATION

Academic associate’s degree in Computer and Electronics Engineering Technology

Academic associate’s degree in Electrical Engineering Technology

Bachelor’s degree in Electrical Engineering and Communications Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC
9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Dr. Svetlana E. Bradley has been the chair for the School of Electronics Technology since March 19, 2012. Dr. Bradley holds a bachelor's and master's degree in Electrical Engineering and a doctoral degree in Computer Aided Design Systems from the Voronezh State Technical University. Dr. Bradley has been working for ITT Technical Institute since November 2006. He served as an associate professor at Voronezh State Technical University from 1989 - 1998 teaching software programming for computer aided design.

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 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 62%
☑ Yes ☐ No ☐ Not applicable (new branch only)
(b) Student placement rate of 58%
☑ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).
Mr. Eric Nail, vice president at Odyssey Technical Solutions, visited the ET1220-Digital Fundamentals class on February 2012 and the ET145-AC Electronics class on February 22, 2012 to offer a presentation on career success for the electronics technician. A visit is scheduled for the NT10-Computer Structure and Logic class for October 15, 2012 to Fry's Electronics to price components for PC systems. A PAC meeting took place on April 2, 2012 to assist program improvement. Additionally, several faculty members have current experience in the field of study that they bring to the classroom.

9.08 Are these resources sufficient?
☑ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☑ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☐ No ☐ NA

9.14 Reviewed at AAC

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

For campuses participating in Title IV 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
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No
9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

☑ Yes ☐ No ☐ NA, (there have been no graduates)

9.19 How many calls to employers or graduates were attempted?

Fourteen calls to employers and graduates were attempted as follows: Six calls in the Computer and Electronic Engineering program; six calls in the Electrical Engineering program; and two calls in the Electrical Engineering and Communications Technology program.

9.20 How many calls to employers or graduates were successful?

Ten calls were successful as follows: Three calls in Computer and Electronics Engineering Technology; four in Electrical Engineering and Technology; and three in the Electrical Engineering and Communications Technology program.

9.20 How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All ten calls confirmed the employment of the graduates in all three programs as reported on the 2011 CAR.

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

☐ Yes ☐ No ☑ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☑ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?

☑ Yes ☐ No ☑ Not Applicable (Clock hour programs only)

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

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

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

☑ Yes ☐ No ☑ Not Applicable (Clock hour programs only)

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

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

(a) Facilities

☑ Yes ☐ No

(b) Instructional equipment

☑ Yes ☐ No

(c) Resources

☑ Yes ☐ No

(d) Personnel

☑ Yes ☐ No
9.25 Reviewed at AAC

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

☐ Yes ☒ No

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

(Section 3-5-302): Not all instructors have qualifications that meet Council standards. Mr. Edward Wassell is an adjunct faculty member in the School of Electronic Technology teaching ET315, Electronic Communications Systems II for the September 2012 term. Mr. Wassell holds a bachelor's degree in Occupational Education from Texas State University and a master's degree in Education with a Major in Adult Education and a Minor in Business from the University Of The Incarnate Word. No evidence of professional experience or any professional certification was available that could qualify this faculty member to teach for the School of Electronics Technology.

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

☒ Yes ☐ No

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

☒ Yes ☒ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☒ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☒ Yes ☒ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

9. PROGRAM EVALUATION

Academic associate's degree in Drafting and Design Technology
Academic associate's degree in Computer Drafting and Design
Academic associate's degree in Visual Communications

9.01 See response from AAC

(a) See response from AAC
(b) See response from AAC
(c) See response from AAC
(d) See response from AAC

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

Mr. Roderick Whitlock is the program chair for the School of Drafting and Design. Mr. Roderick Whitlock has earned a master's degree in Business Administration with a major in Finance from the University of Southwestern Louisiana, a bachelor's degree in Industrial Technology from the University of Southwestern Louisiana, and an associate's degree in Mechanical Engineering Technology from Asheville Technical College. Additionally, Mr. Whitlock is a certified mechanical and architectural drafter through the American Design and Drafting Association (ADDA). He has been teaching in the fields of design and drafting since 1990 and has been on staff with ITT Technical Institute since November 2003.
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 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 62%
      ☐ Yes ☒ No ☐ Not applicable (new branch only)
   (b) Student placement rate of 58%
      ☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☐ Yes ☒ No

In the Visual Communications program, retention was reportedly 51.8% in the 2011 campus accountability report (CAR) which is below the Council's applicable standard. Because there are only three students currently enrolled in the program, the campus is not required to develop a program level retention improvement plan in the CEP.

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

Students in the school of Drafting and Design had a guest speaker visit to discuss visualization, two dimensional renderings of software tools, and wacom hardware products. Additionally, there is a program advisory committee (PAC) that meets annually. All the adjunct faculty members in the Drafting and Design program are employed in a related field, thus, contributing to community resources through their related experiences.

9.08 Are these resources sufficient?
☑ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☑ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
☐ Yes ☒ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?
☑ Yes ☐ No

9.16 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☐ Yes ☐ No
(b) Course numbers
☐ Yes ☐ No
(c) Course prerequisites and/or corequisites
☐ Yes ☐ No
(d) Instructional contact hours/credits
☐ Yes ☐ No
(e) Learning objectives
☐ Yes ☐ No
(f) Instructional materials and references
☐ Yes ☐ No
(g) Topical outline of the course
☐ Yes ☐ No
(h) Instructional methods
☐ Yes ☐ No
Assessment criteria
☐ Yes ☐ No
(j) Method of evaluating students
☐ Yes ☐ No
(k) Date the syllabus was last reviewed
☐ Yes ☐ No
For campuses participating in Title IV 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
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No
If No, insert the section number in parentheses, list the courses, and explain:

**Section 3-1-513(a) and Glossary:** Course syllabi do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☐ Yes ☐ No
9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No
9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
☐ Yes ☐ No ☐ NA, (there have been no graduates)
How many calls to employers or graduates were attempted?
Seventeen calls were attempted to employers and graduates in the Computer Design and Drafting program.

How many calls to employers or graduates were successful?
Eleven calls to employers and graduates were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Ten calls were able to confirm employment of the graduates, with one call verifying the graduate had never worked at the specified employer.
If No, insert “Section 3-1-303(a)” in parentheses and explain:

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

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education’s definition of a credit hour?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)
If No, insert the section number in parentheses and explain:

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the “homework” section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)
If No, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
☒ Yes ☐ No
(b) Instructional equipment
☒ Yes ☐ No
(c) Resources
☒ Yes ☐ No
(d) Personnel
☒ Yes ☐ No
9.25 Reviewed at AAC

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☐ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

9.42 Reviewed at AAC

GENERAL COMMENTS:

While interviewing ten students in the School of Drafting and Design, the students noted that they are satisfied with both their classes and their instructors. Several comments were made about the program chair and instructors regarding the high level of dedication and helpfulness. Students are impressed with the instructors' willingness to help and hands on approach. The level of satisfaction students' possess in their core classes is very favorable.

It was mentioned that program chairs will soon be required to teach four classes per quarter. While the program chair is currently in compliance with his current teaching load of two classes, it is noted that if a load of four classes is required in the future, the program chair's teaching load will be excessive in light of his administrative duties.

In speaking with the drafting and design faculty members, they were incredibly satisfied with the program chair's dedication to them as faculty members and as instructors. Faculty members feel supported by his leadership, and showed great admiration for his dedication and professional experience.
## SUMMARY

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2-2-503</td>
<td>The campus does not currently have a written policy that accurately reflects the U.S. Department of Education’s definition for credit hour programs that includes conversion ratios (pages 15, 26, 29, 35, 39, 43).</td>
</tr>
<tr>
<td>2</td>
<td>3-1-303(a)</td>
<td>The team could not verify the 2011 CAR (pages 35, 43).</td>
</tr>
<tr>
<td>3</td>
<td>3-1-511</td>
<td>Not all program administrators have the education or experiential qualifications and adequate time and resources to administer their academic programs (pages 28, 32).</td>
</tr>
<tr>
<td>4</td>
<td>3-1-513(a) and Glossary</td>
<td>Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments (pages 26, 27, 29, 30, 34, 35, 38, 39, 42, 43).</td>
</tr>
<tr>
<td>5</td>
<td>3-1-531(d)</td>
<td>There is no evidence that the campus complies with applicable copyright laws in the use of instructional materials (page 17).</td>
</tr>
<tr>
<td>6</td>
<td>3-1-543</td>
<td>There is not documented evidence of the implementation of faculty development plans (page 18).</td>
</tr>
<tr>
<td>7</td>
<td>3-1-541</td>
<td>Not all transcripts from credentials earned outside the United States have been evaluated by a member of AICE or NACES (page 17).</td>
</tr>
<tr>
<td>8</td>
<td>3-5-302</td>
<td>Not all instructors have qualifications that meet Council standards (page 40).</td>
</tr>
</tbody>
</table>
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*):

- The summary and analysis of data collected in the CEP are not broken down by program, nor is the number of responses given from which the summaries are derived. Specifically, on pages 20, 22, and 33 in the CEP, data are presented as overall percentages without reference to the number of respondents or what program the responses come from. Without this information the validity and reliability from which to make strategic decisions cannot be determined at the program level.

- The grievance policy is located in the "Communications" section on page 8 of the employee handbook under the subheading "Open Door Policy." It is recommended that this policy be more transparent and accessible by changing the subheading title to "Grievance Policy" and include this policy in both the employee handbook as well as the faculty handbook.

- A review of the faculty handbook contents should be addressed to ensure that all faculty members clearly understand the policies and procedures in place.
FYI, sent Westwood back for some clarification. Torri’s not in the office, but hopefully she’s working remotely.

Chinita D. Obi
Accreditation Coordinator
Accrediting Council for Independent Colleges and Schools
750 First Street, NE Suite 980 Washington, DC 20002

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From: Chinita D. Obi
Sent: Wednesday, March 05, 2014 2:35 PM
To: Torri Hayslett
Subject: Westwood Report questions

Hi Torri,

I hope you’re well today! I have attached a revised version of your report for your review before submitting.

FYI, I added, “for example” to the 9.19 sections that provided examples from 3.05. (pg 31, 37, 41, 49, 58) - If you have any objection, please let me know.
I have some questions about # 9.19 under CJ (53):

Are AA and NA in Rebecca’s description alcoholics anonymous and narcotics anonymous?

I started to organize the text a bit, but I was not very clear on the information for Alfred Segundo. Can you clarify what the information was that you reviewed and how it was not sufficient to verify the placement?

Thanks!!

Chinita D. Obi

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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NEW GRANT

WESTWOOD COLLEGE-ONLINE
10249 Church Ranch Way
Broomfield, CO 80021
ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (970) 303-25645@westwood.edu

MAIN CAMPUS
Westwood College- Los Angeles
Los Angeles, CA
ACICS ID Code: 00011142

February 5-7, 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Activities</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Terry Campbell</td>
<td>Chair and Facilities</td>
<td>Kaplan University Online</td>
<td>Okeechobee, FL</td>
</tr>
<tr>
<td>Dr. Michele Ernst</td>
<td>Student-Relations Specialist</td>
<td>Former President, Brown College</td>
<td>Chaska, MN</td>
</tr>
<tr>
<td>Dr. Andrea Olson</td>
<td>Distance Education Activities and Master in Business Administration Specialist</td>
<td>Executive Director of Research and Development, Program Director, Grad. Studies</td>
<td>Aitkin, MN</td>
</tr>
<tr>
<td>Dr. Scot Ober</td>
<td>Educational Activities, Library, and Business Programs Specialist</td>
<td>President, Words Etc. Inc.</td>
<td>Tucson, AZ</td>
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<tr>
<td>Ms. LaVerne Lewis</td>
<td>Criminal Justice and Paralegal Specialist</td>
<td>Mt. Hood Community College</td>
<td>Gresham, OR</td>
</tr>
<tr>
<td>Mr. Charles Saunders</td>
<td>Graphic Design and Electronics Specialist</td>
<td>Program Director</td>
<td>Owens Cross Roads, AL</td>
</tr>
<tr>
<td>Mr. Ernest Johnson</td>
<td>Information Technology Specialist</td>
<td>Kaplan University</td>
<td>Memphis, TN</td>
</tr>
<tr>
<td>Ms. Lori Claus</td>
<td>Interior Design, CAD, and Architectural Design</td>
<td>EDMC</td>
<td>Pittsburg, PA</td>
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<tr>
<td>Ms. Kristal Bushong</td>
<td>Medical Specialist</td>
<td>American National University</td>
<td>Salem, VA</td>
</tr>
<tr>
<td>Ms. Torri Hayslett</td>
<td>Staff Representative</td>
<td>ACICS</td>
<td>Washington, DC</td>
</tr>
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</table>
# Programs Offered by Westwood College Online

**Broomfield, Colorado**

<table>
<thead>
<tr>
<th>Credential Earned</th>
<th>ACICS Credential</th>
<th>Approved Program Title</th>
<th>Clock Hrs</th>
<th>Qtr. Hrs</th>
<th>Enroll: Full-time/Part-time</th>
<th>CAR Retention &amp; Placement 2012</th>
<th>CAR Retention &amp; Placement 2011</th>
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<tbody>
<tr>
<td>Associate of Occupational Studies</td>
<td>Occupational Associate</td>
<td>Information and Network Technologies</td>
<td>1265</td>
<td>91.5</td>
<td>48 N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Business Administration</td>
<td>910</td>
<td>90</td>
<td>166 64% 100%</td>
<td>59% N/A</td>
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<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Computer Aided Design - Architectural Drafting</td>
<td>1180</td>
<td>90</td>
<td>152 54% 100%</td>
<td>73.4% N/A</td>
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<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Criminal Justice</td>
<td>905</td>
<td>90</td>
<td>122 56% 67%</td>
<td>56.8% N/A</td>
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<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Graphic Design</td>
<td>1180</td>
<td>90</td>
<td>122 57% 61%</td>
<td>57.8% 82.1%</td>
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<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Information &amp; Network Technologies</td>
<td>1225</td>
<td>90</td>
<td>84 56% 66%</td>
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<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Medical Office Management</td>
<td>945</td>
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<td>58 73% 100%</td>
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<tr>
<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Medical Insurance Coding and Billing</td>
<td>1080</td>
<td>90</td>
<td>135 71% N/A</td>
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<td>Associate of Applied Science</td>
<td>Academic Associate</td>
<td>Paralegal</td>
<td>925</td>
<td>90</td>
<td>78 53% 65%</td>
<td>54.4% 51.9%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Management</td>
<td>1820</td>
<td>180</td>
<td>93 58% 89%</td>
<td>52.2% 66.7%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Human Resource Management</td>
<td>1820</td>
<td>180</td>
<td>35 59% N/A</td>
<td>81.1% N/A</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Accounting</td>
<td>1820</td>
<td>180</td>
<td>38 69% 92%</td>
<td>70% 100%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Project Management</td>
<td>1820</td>
<td>180</td>
<td>7 45% N/A</td>
<td>66.7% N/A</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Engineering</td>
<td>1820</td>
<td>180</td>
<td>8 91% 76%</td>
<td>70.3% 87.5%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Business Administration: Major in Healthcare Management</td>
<td>1820</td>
<td>180</td>
<td>6 87% 53%</td>
<td>59.2% 75%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Criminal Justice: Major in Administration</td>
<td>1820</td>
<td>180</td>
<td>58 73% 66%</td>
<td>53.7% 70%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Criminal Justice: Major in Corrections</td>
<td>1805</td>
<td>180</td>
<td>8 31% N/A</td>
<td>84.2% N/A</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Criminal Justice: Major in Investigations</td>
<td>1820</td>
<td>180</td>
<td>22 41% N/A</td>
<td>71.7% N/A</td>
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<tr>
<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Graphic Design: Major in Animation</td>
<td>2330</td>
<td>180</td>
<td>3 72% 33%</td>
<td>70.1% 51.6%</td>
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<td>Bachelor of Science</td>
<td>Academic Bachelor</td>
<td>Graphic Design: Major in Game Art</td>
<td>2325</td>
<td>180</td>
<td>20 88% 25%</td>
<td>71.7% 31.5%</td>
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<td>Degree Level</td>
<td>Program</td>
<td>Code</td>
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<td>Retention Rate</td>
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</tr>
<tr>
<td>Bachelor of Science</td>
<td>Graphic Design: Major in Visual Communications</td>
<td>2305</td>
<td>180</td>
<td>42 74%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Interior Design</td>
<td>2330</td>
<td>180</td>
<td>6  83%</td>
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</tr>
<tr>
<td>Bachelor of Science</td>
<td>Graphic Design: Major in Web Design</td>
<td>2305</td>
<td>180</td>
<td>39  72%</td>
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</tr>
<tr>
<td>Bachelor of Science</td>
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<td>1995</td>
<td>195</td>
<td>11  81%</td>
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</tr>
<tr>
<td>Bachelor of Science</td>
<td>Information &amp; Network Technologies: Major in Network Management</td>
<td>2350</td>
<td>180</td>
<td>37  77%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Information &amp; Network Technologies: Major in Systems Security</td>
<td>2350</td>
<td>180</td>
<td>26  83%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Information &amp; Network Technologies: Major in Computer Forensics</td>
<td>2305</td>
<td>180</td>
<td>17  59%</td>
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<tr>
<td>Bachelor of Science</td>
<td>Software Development: Major in Game Software Development</td>
<td>2145</td>
<td>180</td>
<td>152 52%</td>
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<tr>
<td>Master of Business Administration</td>
<td>Master of Business Administration</td>
<td>540</td>
<td>54</td>
<td>69  80%</td>
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<tr>
<td>Bachelor of Arts +++</td>
<td>Bachelor of Arts: Management</td>
<td>1995</td>
<td>195</td>
<td>1   80%</td>
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</tr>
<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science: Computer Network Management</td>
<td>2360</td>
<td>187</td>
<td>1   80%</td>
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</tr>
<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science: Criminal Justice</td>
<td>1995</td>
<td>197.5</td>
<td>2   80%</td>
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</tr>
<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science: Game Art</td>
<td>2605</td>
<td>199.5</td>
<td>2   80%</td>
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</tr>
<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science: Information Systems Security</td>
<td>2380</td>
<td>187</td>
<td>1   80%</td>
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</tr>
<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science: Game Software</td>
<td>2385</td>
<td>196</td>
<td>1   80%</td>
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</tr>
<tr>
<td>Bachelor of Science +++</td>
<td>Bachelor of Science: Visual Communications</td>
<td>2640</td>
<td>200.5</td>
<td>1   80%</td>
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<tr>
<td>Non-degree++++++</td>
<td>Non-degree</td>
<td></td>
<td></td>
<td>3   80%</td>
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</tr>
</tbody>
</table>

**Total Enrollment:** 1662

**Notes:**
- Typed in bold are any retention rates below 65% (programs >1 year in length) or 70% (programs =<1 in length) and any placement rates below 70%.
- +++ Classes in teach out mode with last class completion, October 2014
- ++++ Non-degree, student is just taking a class without a major
INTRODUCTION

Westwood College-Online is one of sixteen campuses located in Colorado, Illinois, Georgia, and Virginia. Westwood College is a wholly-owned entity of Wescap Corporation which is wholly-owned subsidiary of Westwood College, Inc.

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles, California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33.34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islander, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantages Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 4.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition, this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor's degree programs; Management (1 student), Computer Network Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), and Visual Communications (1 student).

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.

The Westwood College-Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College-Online.

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.
The data used to demonstrate learning outcomes in the educational programs includes data that supports the acquisition of appropriate skill sets and knowledge. This data consists of retention and placement rates, student and graduate satisfaction surveys, employer satisfaction surveys, student’s grades, and instructor classroom observations.

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.
Retention
- Westwood College Online established a retention rate goal of 70% for 2014.
- The campus streamlined the communication process between instructors and academic advisors. This allows for earlier identification of at-risk students.
- The campus will look at improving inside coaching to assist students.
- Work toward improving faculty monitoring and ensure faculty are meeting online teaching standards.
- During week 1 of classes, there has been implementation of a video announcement submitted by the instructor.
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. Louis Pagano is the chief operating officer at Westwood College Online campus and responsible for implementing and monitoring the campus effectiveness plan (CEP). He is assisted with the CEP by a campus steering committee consisting of the executive assistant, onsite administrator, director of student services, vice president admissions, academic dean, director of marketing, and academic operations managers. Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor’s degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master’s degree in Engineering Management from National Technological University, Fort Collins, Colorado. He brings to the campus over twenty years of management experience.

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 CEP provided to the team meets Council expectations for CEP content.

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?
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. Louis Pagano is responsible for financial oversight of the campus. As previously stated, Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor's degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's degree in Engineering Management from National Technological University, Fort Collins, Colorado. He brings to the campus over twenty years of management experience.

GENERAL COMMENTS:
Even though the class delivery system is online format, interviews with faculty and students promotes a spirit of cooperation and open communication among students, staff, and faculty.

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. Ralph Freye is the on-site administrator and vice president of student services. He began his Westwood College career 2010. He holds a bachelor's degree in Accounting from Ferris State University, Big Rapids, Michigan and a master's degree in Business Administration from Argosy University, Chicago, Illinois. He brings to the campus over eighteen years of management experience.

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

Section 313-303(a): The school does not keep adequate records as it relates to accreditation and licensure on the CAR, specifically regarding placement, attestations, and waiver verification. Below is a list of graduates that have signed attestations for placement in various programs. After sampling 17 graduate files for attestations, the team could not determine if all graduates who attested to being placed in a position were able to benefit from the skills and knowledge learned in the program; needed the credential to obtain a new position; completed the credential for possible future promotion; improved job-related skills; or completed the credential for professional development. For example:

<table>
<thead>
<tr>
<th>Program</th>
<th>Last Name</th>
<th>First Name</th>
<th>Sec Code</th>
<th>Prof Dev or Degree Reqmt.</th>
<th>Title</th>
<th>Company</th>
<th>Date of Hire</th>
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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

(Section 3.1-303(e)): The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog.

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 a total of 62 student files, including: 10 currently active students, 19 current students from the CAR, 8 drops from the CAR, 10 graduates from the CAR, 2 new students from the CAR, 3 re-enters from the CAR and 10 students not making SAP.

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?
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. Kimberly Beckman, senior vice-president of admissions, is responsible for the oversight of student recruitment at the campus. Ms. Beckman has a bachelor’s degree in Business Administration and Spanish from Coe College, Cedar Rapids, Iowa and a master’s degree in Business Administration from the University of Colorado-Colorado Springs. She has been working at Westwood College since 2004 in admissions and in her current role since 2011.

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 interviewed two admissions representatives and the vice-president of admissions as well as reviewed 62 enrollment agreements to verify the recruiting process for new students is ethical and compatible.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
   (a) Courses and programs.
     - Yes □ No
   (b) Services.
     - Yes □ No
   (c) Tuition.
     - Yes □ No
   (d) Terms.
     - Yes □ No
   (e) Operating policies.
     - Yes □ No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
□ Yes □ No
4.14 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☐ No

4.15 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☐ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)

If Yes, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?
☒ 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 can be found in the addendum to the academic catalog on page 2-6.

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.
4.26 Does the campus apply its SAP standards consistently to all students?
• Yes ☑ No

4.27 Are students who are not making satisfactory academic progress properly notified?
• Yes ☑ No ☑ Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
• Yes ☑ No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
• Yes ☑ No ☑ Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
• Yes ☑ No ☑ Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student’s enrollment?
• Yes ☑ No

4.32 Are students allowed to remain on financial aid while under warning status?
• Yes ☑ No ☑ Not Applicable (campus does not participate in financial aid)

If Yes, is the student informed of this policy?
• Yes ☑ No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
• Yes ☑ No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
• Yes ☑ No ☑ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person’s qualifications?
Mr. Fletcher Brown, registrar, is responsible for the administration of satisfactory academic progress. Mr. Fletcher has an associate’s degree in Computer Networking, a bachelor’s degree in Computer Network Management and a master’s degree in Business Administration, all from Westwood College. He has been working in academic registration since 2000, and 11 of those years are at Westwood.

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.
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. Adam Whitacre, director of student finance/student finance supervisor, is the on-site administrator responsible for financial aid. Mr. Whitacre has a bachelor's degree in Communication from the University of Colorado and has been working in student finance for 10 years, 5 of which are in his current position.

4.51 Is the person who determines the amount of student awards also responsible for disbursing those awards?
☐ Yes ☐ No

4.52 Are final student financial aid award determinations made by administrative individuals who are 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. Whitacre is a member of the National Association of Student Financial Aid Administrators (NASFAA). Mr. Whitacre receives regular updates from NASFAA regarding changes in policy and regulations with financial aid, which he communicates to his employees. Alta, the parent company, provides weekly training sessions for all employees within the financial aid 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.
The campus offers structured tutoring for all students. Student success workshops are available to students and cover a wide variety of topics including time management, study skills, and navigating the learning management system. Every new student is assigned a success coach who is responsible for providing academic advising and support for the first three terms.
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. Cassandra Nicholl, director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Nicholl has a bachelor's degree in Sport Science from the University of Idaho and has been working in career services at the campus since 2009. She was brought into her current role in 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 2144. The ending enrollment reported on the previous year’s CAR is 2144.

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. When the campus determines a student is leaving, the student finance advisors contact the student to discuss repayment with their loan obligations. In addition, former students receive an email from the campus explaining their repayment obligations.

4.67 Describe the extracurricular activities of the campus (if applicable). The campus has a social media site called “In Circle” for current students and alumni where they can network and communicate with each other. Current students can create learning groups to support each other in their learning.

4.68 Do all students enrolled in master’s degree programs possess a bachelor’s degree?
- Yes
- No

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. Aimee Callahan, the academic dean, is assigned to oversee the educational activities of all programs. She holds a bachelor's degree in Theatre, a master's degree in Communication, a master's degree in Education, and a doctoral degree in Adult Education, all from the University of Wyoming. She was named academic dean at this institution in January 2013.

5.03 Does this person have appropriate academic or experiential qualifications?
- Yes
- No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
The team verified that the administration and program chairs have sufficient authority and support in decision-making for the development and administration of programs. Each program chair participates in an annual curriculum review and program assessment. When areas of need are identified, there are systems in place for communication of recommendations and approval.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☑ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☑ Yes ☐ No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
☑ Yes ☐ No
(b) Selection of course materials, instructional equipment and other educational resources.
☑ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum.
☑ Yes ☐ No
(d) Assessment of student learning outcomes.
☑ Yes ☐ No
(e) Planning for institutional effectiveness.
☑ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
☑ Yes ☐ No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☑ No (Skip to question 5.10)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes ☑ No (Skip to question 5.14)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
☑ Yes ☐ No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
☑ Yes ☐ No

5.16 What provisions are made for individual differences among students?
Each student is assigned an academic advisor to whom the student can go for individual issues. There are also faculty and peer tutors available, as well as subject-matter coaches. Students can pay to take an opt-out exam for most first- and second-year courses. Students passing the exam receive course credit, but the grade does not affect the student's GPA.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The team was able to verify a system is in place for curriculum assessment, evaluation, and revision. The program chairs meet with the academic dean at least once per quarter to review the curriculum and make changes if needed.

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 5.22)*

(a) Facilities.

☒ Yes ☐ No

(b) Instructional equipment.

☒ Yes ☐ No

(c) Resources.

☒ Yes ☐ No

(d) Personnel.

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

☒ Yes ☐ No

If Yes, how is this documented?

At least two in-service training sessions are held each quarter. Attendees have a certificate of attendance placed in their faculty file.

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

The campus provided both 2013 and 2014 development plans. The 2014 plans held activities but little documentation since the year is so new. The 2013 plans did contain documentation of the implementation of the plans.

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

5.33 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

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

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
- Yes
- No

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

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
- Yes
- No

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
- Yes
- No

5.40 Do the program's general education courses meet Council standards?
- Yes
- No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
- Yes
- No

6. EDUCATIONAL FACILITIES

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

Westwood College Online is 100% instruction online. Students access their online courses via MyPath (Blackboard) and have access to their courses, and Student Resources including the Library, online Tutoring Center, and other resources.

Administrative offices and other space is located on the second floor of a two story building located in a commercial district. This space includes 45,000 square feet to support the online administrative support and administrative staff. There is ample parking and the building is handicap accessible.

6.02 Does the campus utilize any additional space locations?
- Yes
- No

6.03 Does the campus utilize campus additions?
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 catalog used during the evaluation visit is the 2014 Academic Catalog Westwood College - Online, Volume 6 - No.1, Revised September 2013. With addendas dated 01/22/2014, 2/4/2014, 2/7/2014 and an additional addendum that will be effective 3/19/2014.

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)

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

(Section 3-1-701 and Appendix C): The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript.

The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P) / no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ), although neither are explained in the catalog.

On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog. The campus also provided an updated addendum but still lacked consistency between the catalog and transcript.

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.
All courses and/or programs are offered online.

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 ☐

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 their website, through direct mailers, flyers, newspapers and television.

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 referenced in all advertising that mentions financial aid?
[ ] Yes [ ] No [ ] Not Applicable (campus does not participate in financial aid)

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

The institutional performance information that the campus provides to the public includes information on college completion and graduation rates and placement rates.

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

This information is published online and was updated for the 2012-2013 CAR.

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

(a) Program requirements
[ ] Yes [ ] No
(b) Admission procedures
[ ] Yes [ ] No
(c) Transfer policies
[ ] Yes [ ] No
(d) Graduation requirements
[ ] Yes [ ] No
(e) Regulations
[ ] Yes [ ] No
(f) Course descriptions
[ ] Yes [ ] No

COMMENDATIONS:

Commendations are given for the website www.westwoodcollegesuccess.com and the booklet that was created for student success stories and videos that tell the story of graduates who have transformed their lives, families, and futures at Westwood.

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?

Faculty members report that they can recommend any new databases to add to the campus holdings. The team reviewed e-mails from faculty requesting resources. All holdings are electronic—with no hard copies of any resources.

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

☐ Yes  ☐ No

The current year's library budget is $21,065.

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

☐ Yes  ☐ No

A total of $5,425 (26%) has been spent thus far—all on electronic databases.

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 confirmed that most courses require projects that require student usage of library resources. This was confirmed by a review of course syllabi.

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

The databases are organized online by subject area.

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 library includes several EBSCO databases, LexisNexis, and Proquest. The campus has recently dropped five databases, including EBSCO Academic Search Premier, which is critically useful for the MBA students.

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 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. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 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  
- Not Applicable (staff do not hold foreign credentials)

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  
- Not Applicable (staff do not hold foreign credentials)

Since this is a completely electronic library, all resources are available all of the time.

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

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

8.35 Who is the on-site librarian, what are this person’s qualifications, and what are his or her hours on-site?
Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the University of Denver and has been the on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 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 ☐

8.36 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 ☐

8.37 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)

8.38 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
- Yes ☑ No ☐

8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?
- Yes ☑ No ☐

8.40 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?
- Yes ☑ No ☐

8.41 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
- Yes ☑ No ☐

8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
- Yes ☑ No ☐

8.43 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
- Yes ☑ No ☐

8.44 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level? All of the peer-reviewed journals online support an understanding of scholarly research at the graduate level.

9. PROGRAM EVALUATION

Academic Associate's Degree in Business Administration

Bachelor's Degree in Business Administration: Major in Management

Bachelor's Degree in Business Administration: Major in Human Resource Management

Bachelor's Degree in Business Administration: Major in Marketing Management
Bachelor's Degree in Business Administration: Major in Project Management

Bachelor's Degree in Business Administration: Major in Accounting

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

Bachelor's Degree in Business Administration: Major in Fashion Merchandising

Master's Degree in Business 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. Jennifer Dart is the program chair for business. She has been in this position since May 2010. She holds a bachelor's degree in Journalism, a master's degree in Business Administration from Westwood College Online, and a master's degree in Legal Studies from Texas State University.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

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

☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

☐ Yes ☒ No ☐ Not Applicable (Additional Location Inclusion only)

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

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

Improvement plans were on file for the retention percentages of the bachelor's major in Human Resource Management and the major in Project Management and for the placement rate for the bachelor's major in Healthcare Management.

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

Program advisory committee meeting minutes were reviewed, as was documentation of two guest speakers within the past year. During a telephone faculty meeting, faculty gave other examples of the use of community resources.

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

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes
- No
- Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
- Yes
- No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes
- No

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

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

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
- Yes
- No
- Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
- Yes
- No
- Not Applicable (Additional Location Inclusion OR clock hour program)

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
- Yes
- No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
- Yes
- No
- Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following numbers of calls were attempted:
- Bachelor's Degree in Business Administration: Major in Management: 6
- Bachelor's Degree in Business Administration: Major in Marketing Management: 5
- Bachelor's Degree in Business Administration: Major in Accounting: 3
- Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
- Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
- Academic Associate's Degree in Business Administration: 5
- Master's Degree in Business Administration: 4

How many calls to employers or graduates were successful?
The following numbers of calls were successful:
- Bachelor's Degree in Business Administration: Major in Management: 2
- Bachelor's Degree in Business Administration: Major in Marketing Management: 2
- Bachelor's Degree in Business Administration: Major in Accounting: 3
- Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
- Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
- Academic Associate's Degree in Business Administration: 3
- Master's Degree in Business Administration: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
The following numbers of calls confirmed employment as stated on the CAR:
- Bachelor's Degree in Business Administration: Major in Management: 2
- Bachelor's Degree in Business Administration: Major in Marketing Management: 2
- Bachelor's Degree in Business Administration: Major in Accounting: 2
- Bachelor's Degree in Business Administration: Major in Healthcare Management: 2
- Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3
- Academic Associate's Degree in Business Administration: 3
- Master's Degree in Business Administration: 3

If No, insert "Section 3-1-303(a)" in parentheses and explain:
**Section 3-1-303(a):** The following 3 placements could not be verified, based on phone conversations with the following students:

Additionally 14 students in the various Business Administration programs, as listed in question 3.05 have attestations on file that could not be verified. For example:

| b)(6) |
9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
☐ Yes   ☒ No   ☐ Not Applicable

If No, insert “Section 3-1-303(a)” in parentheses and explain:

9.21 Does the campus participate in Title IV financial aid?  
☒ Yes   ☐ No (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
☒ Yes   ☐ No   ☐ Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
Faculty gradebooks online were reviewed that documented assessment of out-of-class work.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
   ☑ Yes ☐ No
(b) Instructional equipment.
   ☑ Yes ☐ No
(c) Resources.
   ☑ Yes ☐ No
(d) Personnel.
   ☑ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
   ☑ Yes ☐ No
(b) Well-defined instructional objectives.
   ☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
   ☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
   ☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
   ☑ Yes ☐ No
(f) The use of appropriate experiences.
   ☑ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   ☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
   ☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
   ☑ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
   ☑ Yes ☐ No

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   ☑ Yes ☐ No ☐ Not Applicable (no students in the second year)

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

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
   ☑ Yes ☐ No
9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☐ Yes ☐ No

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

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

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

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

9.49 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?
☐ Yes ☐ No

9.50 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?
Dr. Omar Parks, program chair since November 2013, oversees the Master of Business Administration program. Dr. Parks holds a doctoral degree in Business Administration from Argosy University, a master's degree in Adult Education and Distance Learning from the University of Phoenix, and a bachelor's degree in Theatre and Dance from the University of Wyoming. He has 11 years combined experience in education as an administrator, dean, and instructor. Dr. Park's position is 100% administrative. His academic and professional experiences qualify him to chair the program.

9.51 Does this person have appropriate academic or experiential qualifications?
☐ Yes ☐ No

9.52 Is the time devoted to the administration of the educational programs sufficient?
☐ Yes ☐ No

9.53 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
☐ Yes ☐ No

9.54 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?
☐ Yes ☐ No

9.55 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?
☐ Yes ☐ No

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

9.57 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
☐ Yes ☐ No

9.58 Are the course prerequisites appropriate, and are they being followed?
☐ Yes ☐ No
9.59 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

If Yes, please describe how the campus encourages scholarly activity:
Graduate faculty are encouraged to engage in scholarly research including attending conferences to present proceedings and to publish findings and articles in academic journals verified by expectations listed in job descriptions, items on professional development plans and documentation of activities, vitae of current faculty, and discussions with administrators.

9. PROGRAM EVALUATION

Academic Associate’s Degree in Computer Aided Design/Architectural Drafting
Bachelor’s Degree in Interior Design

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 programs, and what are this person’s qualifications?

Mr. Scott Dahl is the program chair and is assigned to administer the academic duties associated with the Computer-Aided Design and Interior Design programs. He holds an associate’s degree and a bachelor’s degree of Fine Arts in Industrial and Interior Design from Rochester Institute of Technology, a master’s degree in Theatre History from The University of Albany and a master’s degree of Fine Arts in Theatre from the University of Massachusetts. Mr. Dahl has been with Westwood College since 2006, he currently teaches two of the online courses. Prior to starting at Westwood College, Mr. Dahl worked at several firms that specialized in design and project management of theatres, commercial interiors, and exhibits.

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 programs?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

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

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

☐ Yes  ☐ No  ☐ Not Applicable (Additional Location Inclusion only)

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

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend online. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☐ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☐ Yes ☐ No

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

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

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☒ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

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

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No  ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Academic associate's degree program in Computer Aided Design/Architectural Drafting: 5
Bachelor's degree program in Interior Design: 8

How many calls to employers or graduates were successful?

Academic associate's degree program in Computer Aided Design/Architectural Drafting: 3
Bachelor's degree program in Interior Design: 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.

Academic associate's degree program in Computer Aided Design/Architectural Drafting: 3
Bachelor's degree program in Interior Design: 5

Additionally, 6 students in the CADD/Interior Design programs, as listed in question 3.05 have attestations on file that could not be verified. For example:

[Table]

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

☐ Yes  ☐ No  ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☐ Yes  ☐ No (Skip to question 9.24)

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

☐ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

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

☐ Yes  ☐ No  ☐ Not Applicable (Clock hour programs only)

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

The team was provided homework assignments and while talking with students, they advised they participate and complete homework assignments.
9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
  Yes [ ] No [ ]
(b) Instructional equipment.
  Yes [ ] No [ ]
(c) Resources.
  Yes [ ] No [ ]
(d) Personnel.
  Yes [ ] No [ ]

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
  Yes [ ] No [ ]
(b) Well-defined instructional objectives.
  Yes [ ] No [ ]
(c) The selection and use of appropriate and current learning materials.
  Yes [ ] No [ ]
(d) Appropriate modes of instructional delivery.
  Yes [ ] No [ ]
(e) The use of appropriate assessment strategies.
  Yes [ ] No [ ]
(f) The use of appropriate experiences.
  Yes [ ] No [ ]

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
  Yes [ ] No [ ]

9.28 Is the size of the faculty appropriate to the total student enrollment?
  Yes [ ] No [ ]

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

9.30 Are teaching loads reasonable?
  Yes [ ] No [ ]

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
  Yes [ ] No [ ]

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
  Yes [ ] No [ ] Not Applicable (no students in the second year)

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

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
  Yes [ ] No [ ]
9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

- Yes  ☑ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

- Yes  ☐ No  ☑ Not Applicable (institution offers all four years of the degree)

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

- Yes  ☑ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

- Yes  ☑ No  ☑ Not Applicable (no students in the third and fourth years)

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

- Yes  ☑ No

COMMENDATIONS:
The Program Chair is very dedicated to the continual improvement of the program and has detailed plans to foster student growth through the use of industry resources, leveraging experienced faculty and online "best practices."

9. PROGRAM EVALUATION

Bachelor's Degree in Visual Communications

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

- Yes  ☑ No (Skip to question 9.02)

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

Ms. Kelly Goethals, is the program chair and is assigned to administer the academic duties associated with the Graphic Design programs, including the bachelor's degree in Visual Communications. Ms. Goethals holds an associate's degree in Fine Art from the University of West Florida, a bachelor's degree in Fine Arts from the University of Central Florida, and a master's degree in Graphic Design from Savannah College of Art and Design. Ms. Goethals has been with Westwood College since 2004, she currently teaches two of the online courses. Prior to starting at Westwood College, Ms. Goethals was an adjunct instructor at Broward Community College and worked at a graphic design firm that specialized corporate advertising and photography.

9.03 Does this individual possess appropriate academic or experiential qualifications?

- Yes  ☑ No

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

- Yes  ☑ No

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

- Yes  ☑ No

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

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

- Yes  ☑ No  ☑ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

- Yes  ☑ No  ☑ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEPT) 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).

Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend on-line. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.

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

☐ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☐ Yes ☐ No

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

☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☐ No (Skip to question 9.14)

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

☐ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☐ Yes ☐ No

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

(a) Title and course descriptions

☐ Yes ☐ No

(b) Course numbers

☐ Yes ☐ No

(c) Course prerequisites and/or corequisites

☐ Yes ☐ No

(d) Instructional contact hours/credits

☐ Yes ☐ No

(e) Learning objectives

☐ Yes ☐ No

(f) Instructional materials and references

☐ Yes ☐ No

(g) Topical outline of the course

☐ Yes ☐ No

(h) Instructional methods

☐ Yes ☐ No

(i) Assessment criteria

☐ Yes ☐ No

(j) Method of evaluating students

☐ Yes ☐ No
9.17 Do students confirm that they receive a course syllabus and that it is followed?
   ☑️ Yes ✗ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
   ☑️ Yes ✗ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
   ☑️ Yes ✗ No  ☑️ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Bachelor’s degree program in Visual Communications: 13

How many calls to employers or graduates were successful?
Bachelor’s degree program in Visual Communications: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
Bachelor’s degree program in Visual Communications: 6

Additionally, four students in the Visual Communications program, as listed in question 3.05 have attestations on file that could not be verified. For example:

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
   ☑️ Yes ✗ No  ☑️ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
   ☑️ Yes ✗ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
   ☑️ Yes ✗ No  ☑️ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
   ☑️ Yes ✗ No  ☑️ Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.
The team was provided copies of student homework. During interviews with students, they acknowledge they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
   (a) Facilities.
   ☑️ Yes ✗ No
(b) Instructional equipment.
   □ Yes □ No
(c) Resources.
   □ Yes □ No
(d) Personnel.
   □ Yes □ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
   □ Yes □ No
(b) Well-defined instructional objectives.
   □ Yes □ No
(c) The selection and use of appropriate and current learning materials.
   □ Yes □ No
(d) Appropriate modes of instructional delivery.
   □ Yes □ No
(e) The use of appropriate assessment strategies.
   □ Yes □ No
(f) The use of appropriate experiences.
   □ Yes □ No

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   □ Yes □ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
   □ Yes □ No

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

9.30 Are teaching loads reasonable?
   □ Yes □ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
   □ Yes □ No

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

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

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

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

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
   □ Yes □ No
COMMENDATIONS:
The program chair is very dedicated to supporting her students and faculty, her efforts to leverage new technology and find innovative ways to continually improve the program.

9. PROGRAM EVALUATION

Academic Associate's Degree in Medical Insurance Coding and Billing
Academic Associate's Degree in Medical Office Management

9.01 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Ms. Mary Aboutar is the healthcare program chair for both the associate of applied science in Medical Insurance Coding and Billing and the associate of applied science in Medical Office Management. She has been with Westwood College since December of 2009, originally as the program chair for the Medical Assisting program and then in May 2011 as the program chair for the Medical Insurance Coding and Billing and Medical Office Management programs. Ms. Aboutar holds a bachelor’s degree in Health Care Administration from St. Leo University. She is a Registered Medical Assistant (RMA) through the American Medical Technologists (AMT), current through April 2014. Ms. Aboutar also holds a certificate in Medical Claims and Billing from the US Career Institute obtained December 2004. She has worked on and off in the field as a RMA and Medical Biller and Coder since 2004.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☒ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤1 year in length)?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The institution utilizes a Programmatic Advisory Committee (PAC) that combines the Medical Office Management and Medical Insurance Coding and Billing programs. The committee has met once on May 29, 2013 and has another one planned in the near future. There was documentation for a guest speaker on file. New webinars for the healthcare programs are being implemented February 18, 2014 and there is also documentation on the mypath.westwood.edu website under each syllabus' assignments tab for other community involvement projects that are class specific.

9.08 Is the utilization of community resources sufficient to enrich the program?
☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?
☒ Yes ☐ No

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9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
☐ Yes ☒ No (Skip to question 9.14)

9.13 Are 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 on the course syllabi, 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 was one call attempted for the Associate of Applied Science in Medical Office Management.
There are no graduates for attempted calls in the Associate of Applied Science in Medical Insurance Coding and Billing.

How many calls to employers or graduates were successful?
There was one successful call for the Associate of Applied Science in Medical Office Management.
There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

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 in Medical Office Management

If No, insert “Section 3-1-303(a)” in parentheses and explain:

(Section 3-1-303(a)): Although there was one successful contact for graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. Following the ACICS verification call script, the student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL’s). The student stated that she does not feel that the training she received from Westwood’s Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalog, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource management, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
☐ Yes ☑ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☑ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☑ No ☐ Not Applicable (Clock hour programs only)

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

Electronic gradebooks were reviewed randomly for the Medical Office Management and Medical Insurance Coding and Billing programs. The gradebooks reviewed included: Computer Applications (ITCS101), College Mathematics (MATH107), Success Strategies (PDVE111), Computer Software Applications in Healthcare (MICB151), Healthcare Billing and Reimbursement Systems (MICB240), Anatomy & Physiology I (BIOL170), and Introduction to Health Information Technology (HINT110). Student assignments, course objectives, completion times, and evaluation of progress for those objectives are being met and documented.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☒ Yes ☑ No
(b) Instructional equipment.
☒ Yes ☑ No
(c) Resources.
☒ Yes ☑ No
(d) Personnel.
☒ Yes ☑ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
   □ Yes □ No
(b) Well-defined instructional objectives.
   □ Yes □ No
(c) The selection and use of appropriate and current learning materials.
   □ Yes □ No
(d) Appropriate modes of instructional delivery.
   □ Yes □ No
(e) The use of appropriate assessment strategies.
   □ Yes □ No
(f) The use of appropriate experiences.
   □ Yes □ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
   □ Yes □ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
   □ Yes □ No

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

9.30 Are teaching loads reasonable?
   □ Yes □ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
   □ Yes □ No

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
   □ Yes □ No □ Not Applicable (no students in the second year)

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

COMMENDATIONS:
The team would like to commend the institution for a well evidenced online layout in design, structure, and implementation of curriculum within the healthcare programs. It is also to be commended that the institution has shown to have tried substantial and adequate career advisement for graduates although geographies may be a challenge.

9. PROGRAM EVALUATION

   Academic Associate's Degree in Criminal Justice

   Academic Associate's Degree in Paralegal

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

Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice with Westwood College Online. Dr. Giannoni holds a bachelor's degree and master's degree in Criminal/Social Justice from Lewis University in Romeoville, Illinois, and a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, Illinois.

Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Dartt holds a bachelor's degree in Journalism from the University of Texas, Austin, Texas; a master's degree in Business Administration from Westwood College Online, Broomfield, Colorado; and a master's degree in Legal Studies from Texas State University in San Marcos, Texas.

Does this individual possess appropriate academic or experiential qualifications?

[ ] Yes  [ ] No

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

[ ] Yes  [ ] No

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

[ ] Yes  [ ] No  [ ] Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

[ ] Yes  [ ] No  [ ] Not Applicable (Additional Location Inclusion only)

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

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

[ ] Yes  [ ] No

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

The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CJ381 Women and Criminal Justice, students were assigned the project of locating a female adolescent juvenile program, in their community, through a church or another criminal justice program. After conducting interviews with staff, students completed a reflection paper sharing their experiences and received peer review feedback through online threaded discussions.

The Paralegal program also utilizes community resources within its online courses through webinars, specific to course content, such as Fair Debt Collection Practices and Career Management in paralegal careers.

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

[ ] Yes  [ ] No

Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

[ ] Yes  [ ] No

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

[ ] Yes  [ ] No

For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

[ ] Yes  [ ] No  [ ] Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12 Does the program use independent studies?
☐ Yes ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

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

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

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
If No, insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
The following number of calls was made to employers for the following programs:
Academic associate's degree program in Criminal Justice: 5
Academic associate's degree in Paralegal: 9

How many calls to employers or graduates were successful?
The following number of calls, by program was successful:
Academic associate's degree program in Criminal Justice: 1
Academic associate's degree program in Paralegal: 4

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

The following number of successful contacts confirmed the employment of the graduates in the following programs:
Successful contacts confirming employment for Criminal Justice: 1
Successful contacts confirming employment for Paralegal: 4

Additionally, 15 students in the Criminal Justice and Paralegal programs, as listed in question 3.05 have attestations on file that could not be verified. For example:

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
   Yes ☒  No ☐  Not Applicable ☐

9.21 Does the campus participate in Title IV financial aid?
   Yes ☒  No ☐  Not Applicable ☐ (Skip to question 9.24)

9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
   Yes ☒  No ☐  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
   Yes ☒  No ☐  Not Applicable (Clock hour programs only)

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

Documentation of evaluations in out-of-class work was viewed online for both the Criminal Justice and the Paralegal programs. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection papers or scenario-based presentations in PowerPoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

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

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☐ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☐ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☐ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☐ Yes ☐ No

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

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

9. PROGRAM EVALUATION

Bachelor's Degree in Criminal Justice: Major in Administration
Bachelor's Degree in Criminal Justice: Major in Corrections
Bachelor's Degree in Criminal Justice: Major in Investigations

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

Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice. Dr. Giannoni holds a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL; a master's degree and a bachelor's degree in Criminal/Social Justice from Lewis University in Romeoville, IL.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

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

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

☒ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

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

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes ☐ No

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

The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CRJS211-Communication for the CJ Professional, students were assigned the project of contacting a bilingual law enforcement professional in their community and interview cultural benefits and career goals. Students completed a reflection paper, after interview staff, sharing their experiences and receiving peer review feedback through online threaded discussions.

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

☒ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☒ Yes ☐ No

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

☒ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☒ No (Skip to question 9.14)

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

☒ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
9.16 Is an appropriately detailed syllabus on file for each course that includes:
   (a) Title and course descriptions
   ☑ Yes ☐ No
   (b) Course numbers
   ☑ Yes ☐ No
   (c) Course prerequisites and/or corequisites
   ☑ Yes ☐ No
   (d) Instructional contact hours/credits
   ☑ Yes ☐ No
   (e) Learning objectives
   ☑ Yes ☐ No
   (f) Instructional materials and references
   ☑ Yes ☐ No
   (g) Topical outline of the course
   ☑ Yes ☐ No
   (h) Instructional methods
   ☑ Yes ☐ No
   (i) Assessment criteria
   ☑ Yes ☐ No
   (j) Method of evaluating students
   ☑ Yes ☐ No
   (k) Date the syllabus was last reviewed
   ☑ Yes ☐ No

For Title IV participating campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
   (l) Out-of-class work assignments that support the learning objectives for the course
   ☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
   (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
   ☑ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

9.17 Do students confirm that they receive a course syllabus and that it is followed?
   ☑ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
   ☑ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
   ☑ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
   There were 18 calls made to the employers.

How many calls to employers or graduates were successful?
   There were 10 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 8 successful calls.

If No, insert “Section 3-1-303(a)” in parentheses and explain:
   (Section 3-1-303(a): The team was not able to verify the backup documentation to support the placement rate in the field of study for the program as reported during phone verification of job placements.)
Mr. Alfred Segundo – The school provided documentation in the form of a Career Services Graduation Packet that included an Employment Information form that stated that Mr. Segundo was employed at JD Machine Tech as a Store Clerk. His job duties listed included: greet customers and help them with any questions they have about our products; assist the customer in picking the right product; and maintain a clean and safe work environment. The campus provided documentation that suggest Mr. Segundo was placed as a skills match, stating that the employer manufactures firearms and maintains constant contact with technical experts throughout the law enforcement community. Job duties align with learning outcomes of courses: CRJS275 – Constitutional Law, CRJS111 – Introduction to Policing, and CRJS291 – Criminal Justice Administration. The employment verification that the school provided was a self-verified by the student, stating he works front counter at a firearms store and manufacturer. The website http://www.jdmachinetech.com/ was provided. Student must have knowledge of gun laws, background checks, etc. Company works with military and law officers.

The Syllabus for CRJS275 Constitutional Law – This course explores history of the Constitution of the United States and its application to the legal system. Topics include the structure of the Constitution and its amendments, historical basis of the Constitution and its amendments, separation of powers, judicial review, and court decisions pertinent to contemporary legal issues. Upon successful completion of this course, students will be able to identify and discuss the basic structure of the US Constitution and analyze rights, procedures, and issues as interpreted by the courts.

CRJS111 Introduction to Policing – This course presents an overview of contemporary law enforcement agencies and their functions within the criminal justice system. Topics include historical development, roles and functions, the police sub-culture, ethics, corruption, and civil liability. Upon successful completion of this course, students will be able to describe the functions of modern law enforcement agencies, explain their histories and roles in society, and identify contemporary policing trends and issues.

CRJS291 Criminal Justice Administration – This course examines the administration of the three components of the justice system. Topics include personnel roles and functions, issues and practices, rights of criminal justice employees, labor relations, and practices, rights of criminal justice employees, labor relations, financial administration, study and scope of justice administration, and administrative principles and practices. Upon successful completion of this course, students will be able to describe the concepts, terms, and realities of criminal justice administration.

Documentation from the website that was provided by the school includes information that JD Machine Tech have multiple armorer on staff and maintain constant contact with technical experts throughout the Military/Law Enforcement community and the firearms industry.

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

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

Documentation of evaluations for out-of-class work was viewed online for the Criminal Justice program. Out-of-class work was evident in various research focus topics presented by the instructors, to be completed by students outside the threaded discussions, in written reflection.
papers or scenario-based presentations in Powerpoint. Students received weekly instructor feedback, documented within the threaded discussions or in grade form, with evaluation.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
☑ Yes ☐ No
(b) Instructional equipment.
☑ Yes ☐ No
(c) Resources.
☑ Yes ☐ No
(d) Personnel.
☑ Yes ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
☑ Yes ☐ No
(b) Well-defined instructional objectives.
☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
☑ Yes ☐ No
(f) The use of appropriate experiences.
☑ Yes ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
☑ Yes ☐ No

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☑ Yes ☐ No

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

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

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

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
9. PROGRAM EVALUATION

Academic Associate's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Animation

Bachelor's Degree in Graphic Design: Game Art

Bachelor's Degree in Graphic Design: Web Design

Bachelor's Degree in Software Development: Game Software Development

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. Carey Richards is the program chair for the Game Art and Animation Department at Westwood College online. Mr. Richards holds a bachelor's degree in Art Studio from Colorado College in Colorado Springs, Colorado and a master's degree in 3D Animation/Digital Effects from Regis University in Denver, Colorado. Mr. Richards owns and works in Media Arts for CKR Productions from 1996 to the present.

Mr. Brian Leader is the program chair for the Game Software Development Department at Westwood College Online. Mr. Leader holds a bachelor's degree in Aerospace Engineering from Boston College in Boston, Massachusetts and a master's degree in Aeronautical Engineering from Rensselaer Polytechnic Institute in Troy, New York. Mr. Leader, also, is the chief programmer for Ideas Live as a game and educational software development and manager from September 1997 to the present.

Dr. Claire Boger is the program chair for the Web Design Department at Westwood College Online. Dr. Boger holds a bachelor's degree in Visual Communications from the School of Visual Arts in New York, New York, a master's degree in Computer Art from the School of Visual Arts in New York, New York, and a doctoral degree in Education from Capella University in Minneapolis, Minnesota.

Ms. Kelley Goethals is the program chair for the Graphic Design and Visual Communications Department. Ms. Goethals holds an academic associate's degree in Art from the University of West Florida in Pensacola, Florida; a bachelor's degree in Art from the University of Central Florida in Orlando, Florida; and a master's degree in Graphic Design from Savannah College of Art and Design in Savannah, 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% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70%?
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 team confirmed the programs utilize their Program Activities Committee (PAC) to provide expertise in the specific areas of concentration. The programs, also, utilized guest speakers who login online with the students. These resources provide the students with insight from professionals, doing business in the field to ensure the students are learning the necessary skills to compete for jobs, in their respective areas, as well as, their respective locations.

9.08 Is the utilization of community resources sufficient to enrich the program?
   ☑ Yes  ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
   ☑ Yes  ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
   ☑ Yes  ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
   ☑ Yes  ☐ No  ☑ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
   ☑ Yes  ☐ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
   ☑ Yes  ☐ No

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

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

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
☐ Yes ☐ No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate's degree program in Graphic Design: 6
Bachelor's degree program in Graphic Design-Animation: 3
Bachelor's degree program in Graphic Design-Game Art: 4
Bachelor's degree program in Graphic Design-Web Design: 4
Bachelor's degree program in Software Development-Game Software: 6

How many calls to employers or graduates were successful?
Academic associate's degree program in Graphic Design: 3
Bachelor's degree program in Graphic Design-Animation: 1
Bachelor's degree program in Graphic Design-Game Art: 2
Bachelor's degree program in Graphic Design-Web Design: 2
Bachelor's degree program in Software Development-Game Software: 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.
Academic associate's degree program in Graphic Design: 3
Bachelor's degree program in Graphic Design-Animation: 1
Bachelor's degree program in Graphic Design-Game Art: 2
Bachelor's degree program in Graphic Design-Web Design: 2
Bachelor's degree program in Software Development-Game Software: 3

Additionally, 8 students in the various Graphic Design programs, as listed in question 3.05 have attestations on file that could not be verified. For example:

[b][b]

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

9.21 Does the campus participate in Title IV financial aid?
☐ Yes ☐ No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)

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

The team evaluated student's homework, which was appropriate for the subject matter and consistent with the requirement, as defined on the respective program's course syllabi.

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

(a) Facilities.

☐ Yes ☐ No

(b) Instructional equipment.

☐ Yes ☐ No

(c) Resources.

☐ Yes ☐ No

(d) Personnel.

☐ Yes ☐ No

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

(a) Systematic planning.

☐ Yes ☐ No

(b) Well-defined instructional objectives.

☐ Yes ☐ No

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

☐ Yes ☐ No

(d) Appropriate modes of instructional delivery.

☐ Yes ☐ No

(e) The use of appropriate assessment strategies.

☐ Yes ☐ No

(f) The use of appropriate experiences.

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

9.30 Are teaching loads reasonable?

☐ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

☐ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

☐ Yes ☐ No

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

☐ Yes ☐ No
9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
□ Yes □ No □ Not Applicable (no students in the second year)

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

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
□ Yes □ No

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

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

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

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

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

GENERAL COMMENTS:
The team found the program was, generally, well-conceived, directed, and taught.

COMMENDATIONS:
This is a well-run campus with competent, caring faculty, administration and staff, all dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Academic 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. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master’s degree in Internet Information Systems from Robert Morris University, bachelor’s degree in Information Systems Management from Robert Morris University, and an associate’s degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas: A+, Network+, Linux+, Linux (LPIC-1), IBM’s certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSE Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

☐ Yes ☐ No

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

☐ Yes ☐ No

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

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

☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?

☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

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

- A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

☐ Yes ☐ No

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

Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist students in job search techniques.

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

☐ Yes ☐ No

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☐ Yes ☐ No

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?

☐ Yes ☐ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?

☐ Yes ☐ No (Skip to question 9.14)

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

☐ Yes ☐ No

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?

☐ Yes ☐ No

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

(a) Title and course descriptions

☐ Yes ☐ No

(b) Course numbers

☐ Yes ☐ No

(c) Course prerequisites and/or corequisites
Yes  No
(d) Instructional contact hours/credits
  Yes  No
(e) Learning objectives
  Yes  No
(f) Instructional materials and references
  Yes  No
(g) Topical outline of the course
  Yes  No
(h) Instructional methods
  Yes  No
(i) Assessment criteria
  Yes  No
(j) Method of evaluating students
  Yes  No
(k) Date the syllabus was last reviewed
  Yes  No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
(l) Out-of-class work assignments that support the learning objectives for the course
  Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
  Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
  Yes  No

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
  Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?
Academic associate’s degree program in information technology (IT-Other)

How many calls to employers or graduates were successful?
Academic associate’s degree program in information technology (IT-Other)

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 graduate as reported on the 2012–2013 CAR.

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

9.21 Does the campus participate in Title IV financial aid?
  Yes  No (Skip to question 9.24)

9.22 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
  Yes  No  Not Applicable (Clock hour programs only)

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
  Yes  No  Not Applicable (Clock hour programs only)
If Yes, briefly describe the documentation of evaluation viewed on site.

The team was provided access to the online grade book and student homework assignments. During interviews with the students, they verified they complete homework assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities.
  ☑ Yes  ☐ No
(b) Instructional equipment.
  ☑ Yes  ☐ No
(c) Resources.
  ☑ Yes  ☐ No
(d) Personnel.
  ☑ Yes  ☐ No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
  ☑ Yes  ☐ No
(b) Well-defined instructional objectives.
  ☑ Yes  ☐ No
(c) The selection and use of appropriate and current learning materials.
  ☑ Yes  ☐ No
(d) Appropriate modes of instructional delivery.
  ☑ Yes  ☐ No
(e) The use of appropriate assessment strategies.
  ☑ Yes  ☐ No
(f) The use of appropriate experiences.
  ☑ Yes  ☐ No

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
  ☑ Yes  ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
  ☑ Yes  ☐ No

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

9.30 Are teaching loads reasonable?
  ☑ Yes  ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
  ☑ Yes  ☐ No

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
  ☑ Yes  ☐ No  ☐ Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
  ☑ Yes  ☐ No  ☐ Not applicable
GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.
9. PROGRAM EVALUATION

Bachelor's Degree in Network Management
Bachelor's Degree in Systems Security
Bachelor's Degree in Computer Forensics
Occupational Associates in Information and Network Technologies

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. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas: A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSD Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.

9.03 Does this individual possess appropriate academic or experiential qualifications?
☐ Yes ☐ No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
☐ Yes ☐ No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☐ Yes ☐ No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70%?
☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)

If No, does the campus provide one of the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
☐ Yes ☐ No

The information technology - forensics program has a retention rate of 59%. The other bachelor programs that have students enrolled have met the retention rate standard.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques.

9.08 Is the utilization of community resources sufficient to enrich the program?
☐ Yes ☐ No
9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
   □ Yes  □ No

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
   □ Yes  □ No

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
   □ Yes  □ No  □ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.12 Does the program use independent studies?
   □ Yes  □ No (Skip to question 9.14)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
   □ Yes  □ No

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

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

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
   (l) Out-of-class work assignments that support the learning objectives for the course
      □ Yes  □ No  □ Not Applicable (Additional Location Inclusion OR clock hour program)
   (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
      □ Yes  □ No  □ Not Applicable (Additional Location Inclusion OR clock hour program)

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

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
   □ Yes  □ No
9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

☐ Yes ☑ No ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

Bachelor’s degree program in Information Technology - Forensics, Network Management, and Systems Security: 10

How many calls to employers or graduates were successful?

Bachelor’s degree program in Information Technology - Systems Security: 1

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

All successful calls confirmed the employment of the graduate as reported on the CAR.

Additionally, 23 students in the various Information Technology programs, as listed in question 3.05 have attestations on file that could not be verified.

Ms. Melissa Bantowell, Information Technology Program, Job Title: Receptionist, Company: Atlanta Gastroenterology Association.

Responsibilities: Greets patients and visitors in a prompt and helpful manner; provides instructions/directions as needed; ensures patient information is complete and accurate; updates patient profiles and scans required documents in Centricity if necessary; Collects co-payments and outstanding balances, manages patient monies collected and closes batches at end of the day, provides necessary release and HIPAA forms to patient for completion and signature;

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

☐ Yes ☑ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☐ Yes ☑ No (Skip to question 9.24)

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

☐ Yes ☑ No ☐ Not Applicable (Clock hour programs only)

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

☐ Yes ☑ No ☐ Not Applicable (Clock hour programs only)

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

The team was provided homework assignments to review. During interviews with students and faculty, the team was advised of the homework assignments and requirements.

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

(a) Facilities.
9.25 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
  ☑ Yes ☐ No
(b) Well-defined instructional objectives.
  ☑ Yes ☐ No
(c) The selection and use of appropriate and current learning materials.
  ☑ Yes ☐ No
(d) Appropriate modes of instructional delivery.
  ☑ Yes ☐ No
(e) The use of appropriate assessment strategies.
  ☑ Yes ☐ No
(f) The use of appropriate experiences.
  ☑ Yes ☐ No

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

9.27 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
  ☑ Yes ☐ No

9.28 Is the size of the faculty appropriate to the total student enrollment?
  ☑ Yes ☐ No

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

9.30 Are teaching loads reasonable?
  ☑ Yes ☐ No

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

9.32 What is the current student/teacher ratio?
  The current student/teacher ratio is 10:1 in the occupational associate’s degree program in Information and Network Technologies.

9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
  ☑ Yes ☐ No

9.34 Is the number of hours required to complete the occupational associate’s degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
  ☑ Yes ☐ No

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

9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
  ☑ Yes ☐ No ☐ Not Applicable (no students in the second year)
9.37 Are the second-year courses based upon appropriate first-year prerequisites?
☐ Yes ☐ No

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
☐ Yes ☐ No

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

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

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

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

9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
☐ Yes ☐ No

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

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

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

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

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

GENERAL COMMENTS:
Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

NONTRADITIONAL EDUCATION
- Distance Education
- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?
Mr. Lou Pagano, chief operating officer of Westwood College Online, administers the distance education activities. Mr. Pagano holds a bachelor's degree in Electrical Engineering from SUNY at Buffalo and a master's degree in Engineering Management from National
Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campus president and regional vice president. His position is 100% administrative.

Mr. Pagan is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academic affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctorial degree in Adult Learning and Postsecondary Education; two master’s degrees, one in Adult Learning and Postsecondary Education and one in Communication & Journalism; and a bachelor’s degree in Theatre and Dance; all of her credentials are from the University Wyoming.

H.02 Does this individual possess appropriate academic or experiential qualifications?
[ ] Yes [ ] No

H.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?
[ ] Yes [ ] No

H.04 Are the time and resources devoted to the administration of distance education sufficient?
[ ] Yes [ ] No

H.05 Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?
[ ] Yes [ ] No

H.06 Does the institution have a plan to implement distance education instruction?
[ ] Yes [ ] No

The campus offers all of its programs exclusively online. Therefore, all academic and students services are provided through an asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.

The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master’s prepared personnel with over 40 years of combined experience in instructional design, including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, administration and faculty, review, give feedback, and make recommendations to ensure curricula are aligned with and meeting students’ expectations and fulfilling its campus mission. A memorandum documents this system.

H.07 If the institution has a plan, does it include the following:
(a) Rationale?
[ ] Yes [ ] No
(b) Resources?
[ ] Yes [ ] No
(c) Course/program objectives?
[ ] Yes [ ] No
(d) Course content?
[ ] Yes [ ] No
(e) Student assessment?
[ ] Yes [ ] No

H.08 Does the institution integrate this plan into the Campus Effectiveness Plan?
[ ] Yes [ ] No

H.09 Is the delivery method appropriate for students and the curriculum?
[ ] Yes [ ] No

H.10 Are admission requirements for distance education courses/programs identified by the institution?
[ ] Yes [ ] No [ ] Not Applicable (no additional admissions requirements)

As previously stated, the campus offers all of its programs exclusively online; therefore, there are no distinctions between its admissions requirements for online versus on campus programs.
H.11 If an admissions test is required, is it administered in a manner which verifies the student’s identity?

☒ Yes ☐ No ☐ Not Applicable (no admissions test required)

H.12 Does the institution make it clear in writing at the time of enrollment how the student’s identity will be verified throughout the course and program?

☒ Yes ☐ No ☐ Not Applicable

H.13 Does the institution make it clear in writing at the time of enrollment how the student’s privacy will be protected in the identity verification process?

☒ Yes ☐ No

H.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?

☒ Yes ☐ No

If Yes, explain how and when this information is disclosed.

There are no additional charges or fees associated with the verification of student identity.

H.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?

☒ Yes ☐ No

H.16 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?

☒ Yes ☐ No

H.17 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?

☒ Yes ☐ No

H.18 Describe how the courses provide opportunities for interaction between faculty and students.

The following strategies are used to facilitate online faculty and student interaction: an “Announcements” feature for all courses that provides directives through instructor postings; a threaded discussion forum in which students are required to post statements and peer responses for which they receive instructor feedback; and an assignment feature with a grade book link that provides a dialogue between an instructor and individual student. In addition, students are encouraged to contact their instructors by email or telephone if an individual or personal response is needed—the instructor’s contact information is accessible through the course’s home page. Access to and observation of scheduled online courses and 98% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?

☒ Yes ☐ No

H.19 Describe how the courses provide opportunities for interaction among students.

Students interact with peers through threaded discussion forums that require direct responses to peers’ postings; group project assignments that require dialogue among group members using email, telecommunications, or scheduled face-to-face meetings as appropriate; and an email utility feature in each course that provides the ability to send group or individual emails to peers. Access to and observation of scheduled online courses and 97% of the responses to a student questionnaire given while the team was on-site verify these interactions.

Are these opportunities sufficient and appropriate?

☒ Yes ☐ No

H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?

☒ Yes ☐ No
H.21 Is the curriculum administered in a way that maintains security of access?
☐ Yes ☐ No

H.22 Describe the student identity verification method used by the campus.
Students are assigned access to MyPath through the SMART student information system. When applicants are accepted and become Westwood College Online students they are assigned their own login information which allows them access to MyPath and their campus email. This login verifies the student is “the student who enrolled at the campus.” Page 71 of the 2014 Academic Catalog Westwood College Online, Volume 6, NO. 1 explicitly outlines the “Prohibited Use of Information Technology Resources” for students; students are prompted to review this outline during the online orientation.

Is this method adequate?
☐ Yes ☐ No

H.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?
☐ Yes ☐ No

H.24 Describe the institution’s learning management system.
The Blackboard learning management system is utilized to deliver online courses. The campus refers to Blackboard as MyPath. MyPath is an institutional shell with a home page that enables students, faculty, and staff to connect to Blackboard, the library, tutoring services, student resources, career services and other information and support through a single login.

H.25 Are the faculty properly trained to utilize the institution’s learning management system for purposes of instruction, communication, and assessment?
☐ Yes ☐ No

H.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?
☐ Yes ☐ No

H.27 Does the institution demonstrate appropriate faculty-student ratios to support:
(a) Faculty and student interaction?
☐ Yes ☐ No
(b) Facilitation of interaction among students?
☐ Yes ☐ No
(c) Facilitation of interaction with curriculum content?
☐ Yes ☐ No

H.28 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?
☐ Yes ☐ No

H.29 Does the institution have adequate financial resources to support the courses/program(s)?
☐ Yes ☐ No

H.30 Does the institution demonstrate that students taking online courses have access to the same or equivalent library resources and support as on-ground students?
☐ Yes ☐ No

H.31 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?
Students are required to complete an online orientation prior to beginning coursework. The orientation is provided in a self-paced, online format accessible through MyPath. Students participate in activities which familiarize them with learning platform navigation, technical support access, student resource information and access, and student success lessons. The virtual workshop requires students to complete quizzes and graded assignments throughout the process. In response to a questionnaire given by the team while on-site, 92% of the
student respondents confirmed they had participated in the orientation. A majority of students confirmed it helped them to navigate the system.

Is this orientation adequate?
- Yes
- No

H.32 Does the institution provide support services for online students which are the same or equivalent to those provided for on ground students in the following areas:
  (a) Counseling?
    - Yes
    - No
  (b) Academic advising?
    - Yes
    - No
  (c) Financial aid?
    - Yes
    - No
    - Not Applicable (Institution does not participate in financial aid)
  (d) Employment assistance?
    - Yes
    - No
    - Not Applicable (Institution enrolls only international students on a student visa)

H.33 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?
- Yes
- No
- N/A

The campus does not offer on-ground courses; therefore, there is no basis for or validity of comparison.

H.34 Does assessment and assignments demonstrate student achievement of course learning objectives?
- Yes
- No

H.35 Does the institution document that it conducts the following:
  (a) Course/program evaluations (including assessments of educational outcomes)?
    - Yes
    - No
  (b) Student retention and placement?
    - Yes
    - No
  (c) Student satisfaction?
    - Yes
    - No
  (d) Faculty satisfaction?
    - Yes
    - No
  (e) Employer satisfaction?
    - Yes
    - No

H.36 Does the institution fully disclose what forms of instruction it uses in its catalog and website and, when appropriate, in its advertising and promotional material?
- Yes
- No

GENERAL COMMENTS:
To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment, students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions with faculty and peers, and access to student services, resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources, resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their experiences.

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Citation</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3-1-303(a)</td>
<td>The school does not keep adequate records as it relates to accreditation and licensure or the CAR, especially regarding placement, attestation, and waiver verification (Pages 8, 30, 31 44, 52).</td>
</tr>
<tr>
<td>2</td>
<td>3-1-303(e)</td>
<td>The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog (Page 11).</td>
</tr>
<tr>
<td>3</td>
<td>3-1-701 and Appendix C</td>
<td>The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript (Page 22).</td>
</tr>
</tbody>
</table>
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):

Publications
- Combine multiple addenda into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

Library
- Renew the lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

Computer Aided Design/Architectural Drafting
- Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation an inquiry into the individual’s ideas on the industry and what is involved.
Hello everyone. Attached please find the report templates to be used for ITT Technical Institute’s New Grant visits. These have not been edited yet, but I wanted those of you going on visits next week to have this as soon as possible. Your teams will have to compare their findings to the information listed on the left column of each template, and complete the report in the right column. During the editing process, please have your chairs remove the column on the left and all criteria (as they normally would). Again, this report template is ONLY to be used on ITT’s new grant visits. Please use the normal templates for additional location inclusions. I’ll edit this over the weekend and re-send either Monday or Tuesday to give you all a cleaner version. Please let me know if you have questions!

Jocelyn

Jocelyn N. Harris, MABC
Manager, Quality Assurance
Accrediting Council for Independent Colleges and Schools
# CENTRALLY CONTROLLED INSTITUTION

**ITT EDUCATIONAL SERVICES, INC.**  
1300 N. MERIDIAN STREET  
CARMEL, IN 46032

ACICS ID Code: 00066531

Shawn J. Crawford, Vice President, Regulatory Affairs  

*shawn@itt-tech.edu*  

January 9-10, 2012

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Judy Anderson-Kotts</td>
<td>Chair</td>
<td>Westwood College, Inc</td>
<td>Longmont, CO</td>
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<tr>
<td>Ms. Susan Mago</td>
<td>Student-Relations Specialist</td>
<td>Globe University/Minnesota School of Business</td>
<td>Andover, MN</td>
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<td>Mr. Michael Santoro</td>
<td>Education/Library</td>
<td>Career Education Corporation</td>
<td>Tampa, FL</td>
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<td>Ms. Kathryn Sellers</td>
<td>Distance Education</td>
<td>Chadwick University</td>
<td>St. Augustine, FL</td>
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<tr>
<td>Ms. Adriene</td>
<td>Business/accounting Specialist</td>
<td>Rosemont College</td>
<td>Philadelphia, PA</td>
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750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.238.6780 • f - 202.842.2593 • www.acics.org
<table>
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<tr>
<th>Hobdy</th>
<th>Dr. Victoria Wise</th>
<th>Dr. Harpal Singh Dhillon</th>
<th>Ms. Tibby Loveman</th>
<th>Mr. Andrew Hughes Hughes</th>
<th>Ms. Joycelyn N. Harris</th>
<th>Microsoft Instructor</th>
<th>Intelligent Education Solutions, Inc</th>
<th>Nurse Educator (Retired)</th>
<th>Designing Digitally, Inc.</th>
<th>Manager of Quality Assurance</th>
<th>ACICS</th>
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<tr>
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<td>Health Information Technology/Project Management/Mobile Communications Electronic Engineering Technology Specialist</td>
<td>Nursing Specialist</td>
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**ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION**
# PROGRAMS OFFERED BY

**ITT EDUCATION SERVICES**

**INDIANPOLIS, IN**

<table>
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<th>CREDENTIAL EARNED (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)</th>
<th>APPROVED PROGRAM TITLE</th>
<th>Clock Hrs.</th>
<th>Sem./Q tr.Hrs.</th>
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<th>AIR</th>
<th>Retention &amp; Placement</th>
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</table>
### Notes:
Type in bold any retention rate below 60.0% and any placement rate below 65.0%. Delete either Sem. or Qtr. in the column 3 heading. Add or delete rows as needed.
* Program reviewed for the first time.
** For any program with no enrollment, either identify below the expected date of enrollment or explain the institution's plans regarding the program. Do not evaluate programs with no enrollment.
*** For any program(s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date(s).

Please use this page to give an overall narrative of the institution and to explain any extenuating circumstances.

The team completed a review of the services offered by the ITT Central Administration and found the staff to be very helpful in response to all questions asked in order to complete a thorough review of the centrally controlled institution. Interviews were conducted with individuals responsible for each of the key operational areas respective of the responsibilities held by central administration toward the campuses.

Although the team was able to answer all questions required in the yes/no format, there are areas where the team was unable to determine where that campuses are allowed choices, the central administration office is aware of exactly what each campus has chosen to do.

The catalog contains multiple statements in it admissions section that described additional requirements "(as determined by the school in its discretion)". Examples of this statement are found on page(s) 128, 129, 130, 131, 132 of the January 3, 2012 admissions section of the catalog. ITT considers the determination to be made by the school proprietary and therefore were unwilling to give examples to the team of when a school had the right to use its own discretion when enroll a student. The team considers this statement in the catalog to be discriminatory in content when specific metrics are not disclosed to the future students on when the campus has the right to impose additional admissions requirements at their own discretion.
1. MISSION

3.1.100-MISSION: PURPOSE AND OBJECTIVES

Every institution must have a mission which is its specific purpose for existing. This mission, together with a set of objectives to accomplish it, must be summarized in a mission statement. The objectives should be devoted substantially to career-related education and should be reasonable for the program of instruction, mode of delivery, and facilities of the institution.

Institutions may exhibit a variety of missions, ranging from those which have a singleness of purpose to those which are multi-purpose.

1.01 State the mission of the institution.

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 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.

1.02 Does the institution 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
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER
(c) The facilities of the institution.

☐ 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

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

3-1-101. Disclosure. The mission statement of the institution, its purpose, and its supporting objectives must be stated in the catalog and in other publications readily available to the public. The mission statement must be expressed in terms readily understandable by a prospective student, parents, the public, and other educational institutions.

3-1-102. Implementation. The institution is measured both in terms of its stated purpose and in terms of its conscientious endeavor to fulfill this purpose. The faculty, financial resources, physical plant, administration, management, and educational activities shall be appropriate and committed to successful implementation of the stated mission of the institution.

INSTITUTIONAL EFFECTIVENESS

1.06 Is the institution committed to successful implementation of its mission?

☐ Yes ☐ No

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

1.07 Does the institution have a current Institutional Effectiveness Plan (IEP)?

☐ Yes ☐ No

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

1.11 Institutional Effectiveness Plan. Each institution, e.g., each main and each branch, shall have on file an Institutional Effectiveness Plan (IEP). A main and its branches may share aspects of an IEP, such as the mission, but each main and branch is expected to have its own plan for effectiveness that describes the characteristics of the programs offered and of the student population, describes what types of data will be used for assessment, identifies outcomes, and states how continuous improvement will be made to improve or enhance outcomes. At a minimum, the following five elements will be evaluated for institutional effectiveness:

(a) student retention rates;
(b) student placement rates;
(c) level of graduate satisfaction;

☐ Yes ☐ No
Criteria is in paragraph preceding questions

<table>
<thead>
<tr>
<th>ACADEMIC ADMINISTRATIVE CENTER</th>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) level of employer satisfaction; and</td>
<td></td>
</tr>
<tr>
<td>(e) student learning outcomes.</td>
<td></td>
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</tbody>
</table>

In compiling the data needed to assess the five elements, each institution shall identify and describe how the data were collected, the rationale for using each type of data, a summary and analysis of the data collected, and an explanation of how the data have been used to improve educational processes. Baseline data must be identified for each of the five elements.

For example, the data needed to demonstrate student learning outcomes includes baseline data and data to support that student learning has occurred. Examples of data may include, but are not limited to, course grades, GPA, CGPA, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure examinations, and other measures of skill and competency attainment. Placement data should not be used exclusively to validate student learning outcomes.

1.08 - reviewed at campus level

1.09 Does the IEP describe the following?
- The characteristics of the programs offered.
  - Yes □ No
- The characteristics of the student population.
  - Yes □ No
- The types of data that will be used for assessment.
  - Yes □ No
- Specific goals to improve the educational processes.
  - Yes □ No
- Expected outcomes of the plans.
  - Yes □ No

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

1.10 Are the following five required elements evaluated in the IEP?
- Student retention.
  - Yes □ No
- Student placement.
  - Yes □ No □ Not Applicable (new branch only)
- Level of graduate satisfaction.
  - Yes □ No □ Not Applicable (new branch only)
- Level of employer satisfaction.
  - Yes □ No □ Not Applicable (new branch only)

1.08 Does the campus have its own CEP, separate from the institution’s IEP?
  - Yes □ No

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

1.09 Does the CEP describe the following?
- The characteristics of the programs offered.
  - Yes □ No
- The characteristics of the student population.
  - Yes □ No
- The types of data that will be used for assessment.
  - Yes □ No
- Specific goals to improve the educational processes.
  - Yes □ No
- Expected outcomes of the plans.
  - Yes □ No

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

1.10 Are the following five required elements evaluated in the CEP?
- Student retention.
  - Yes □ No
- Student placement.
  - Yes □ No □ Not Applicable (new branch only)
- Level of graduate satisfaction.
  - Yes □ No □ Not Applicable (new branch only)
- Level of employer satisfaction.
  - Yes □ No □ Not Applicable (new branch only)
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

☐ Yes ☐ No ☒ Not Applicable (new branch only)

Student learning outcomes.

☒ Yes ☐ No

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

1.11 Describe the student learning outcomes used by the institution in each program and how these outcomes are being assessed.

INFORMATION SYSTEMS AND CYBERSECURITY (RESIDENCE PROGRAM), BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level information systems and cyber security positions. 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.

INFORMATION SYSTEMS AND CYBERSECURITY (ONLINE PROGRAM), BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level information systems and cyber security positions. 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.

INFORMATION SYSTEMS SECURITY (RESIDENCE PROGRAM), BACHELOR OF SCIENCE DEGREE

Objectives - Individuals with knowledge of information systems security are now considered to be an important part of most IT infrastructure teams. Roles cover a range of activities spanning from analysis, to design and implementation of security systems, to security monitoring and countermeasures and ongoing administration. Students will study the

Questions to specific standards for AAC and Campus CAMPUS

☐ Yes ☐ No ☒ Not Applicable (new branch only)

Student learning outcomes.

☐ Yes ☐ No

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

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.
INFORMATION SYSTEMS SECURITY (ONLINE PROGRAM), BACHELOR OF SCIENCE DEGREE

(Tennessee residents will receive a Bachelor of Applied Science Degree.)

Objectives - Individuals with knowledge of information systems security are now considered to be an important part of most IT infrastructure teams. Roles cover a range of activities spanning from analysis, to design and implementation of security systems, to security monitoring and countermeasures and ongoing administration. Students will study the essentials of information security and the security aspects of common information technology platforms. Students will be exposed to techniques used to deploy and manage security systems and configure security solutions.

PROJECT MANAGEMENT (RESIDENCE PROGRAM), BACHELOR OF SCIENCE DEGREE

Objectives - This program combines theory and techniques used by professional project management practitioners in a digital global environment. The program includes instruction on the project management knowledge areas and processes designated by the Project Management Institute (PMI). Courses teach knowledge and skills to help participate in and lead the management of a variety of project types. The program offers students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring and controlling a project through an integrated process to meet identified requirements on time and on budget. The program is also designed to foster critical thinking, analysis and communication skills.

PROJECT MANAGEMENT (ONLINE PROGRAM), BACHELOR OF SCIENCE DEGREE

Objectives - This program combines theory and techniques used by professional project management
### Academic Administrative Center

Practitioners in a digital global environment. The program includes instruction on the project management knowledge areas and processes designated by the Project Management Institute (PMI). Courses teach knowledge and skills to help participate in and lead the management of a variety of project types. The program offers students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring and controlling a project through an integrated process to meet identified requirements on time and on budget. The program is also designed to foster critical thinking, analysis and communication skills.

### Network Systems Administration (Residence Program), 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.

### Network Systems Administration (Online Program), Associate of Applied Science Degree

(Kentucky and Wisconsin residents will receive an Associate of 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.

### Mobile Communications Technology, Associate of Applied Science Degree

**Objectives** - The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions in the field of mobile communications technology. The program acquaints
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<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong> students with analog and digital electronics, computers and networking, electronic and digital communications systems, and mobile wireless communications systems and devices. The program also exposes students to a combination of classroom theory and practical application in a laboratory environment.</td>
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**INFORMATION TECHNOLOGY - COMPUTER NETWORK SYSTEMS, ASSOCIATE OF APPLIED SCIENCE DEGREE**

Objectives - Information technology (IT) is a diverse area of study encompassing several computer-based system and application areas. The advancement of computers and communication technology continues to have profound impact on our lives. A need exists for technically competent individuals to provide appropriate computing solutions for users. The objective of the IT program is to provide a broad-based foundation in the area of IT and a concentration in computer network systems. In addition to technical knowledge, it is important for IT workers to be able to communicate, handle multitasking situations and to assess user needs when developing computer-based solutions. The Information Technology - Computer Network Systems program can help graduates prepare to perform tasks associated with installing, upgrading and maintaining computer network systems in typical LAN/WAN environments. This program explores a number of networking and internetworking technologies. Additional curriculum topics, investigated through classroom and laboratory experiences, include introductory computer programming, survey of operating systems, network design and implementation, network systems management and other related technical subjects. Information Technology - Computer Network Systems consists of a foundation core of computing and general education courses, followed by studies in computer network systems applications.

**INFORMATION TECHNOLOGY - SOFTWARE APPLICATIONS AND PROGRAMMING, ASSOCIATE OF APPLIED SCIENCE DEGREE**

Objectives - Information technology (IT) is a diverse area of study encompassing several computer-based system and application areas. The advancement of computers and communication technology continues
### ACADEMIC ADMINISTRATIVE CENTER

Criteria is in paragraph preceding questions

To have profound impact on our lives, a need exists for technically competent individuals to provide appropriate computing solutions for users. The objective of the IT program is to provide a broad-based foundation in the area of IT and a concentration in software applications and programming.

In addition to technical knowledge, it is important for IT workers to be able to communicate, handle multi-tasking situations and to assess user needs when developing computer-based solutions. The Information Technology - Software Applications and Programming program can help graduates prepare to perform tasks associated with developing and modifying software applications. Additional curriculum topics, investigated through classroom and laboratory experiences, include programming languages and algorithms, database development and applications and other related technical subjects. Information Technology - Software Applications and Programming consists of a foundation core of computing and general education courses, followed by studies in programming applications.

### INFORMATION SYSTEMS ADMINISTRATION

#### (ONLINE PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - The purpose of this program is to help students prepare for entry-level positions in network systems administration related professions. The curriculum of the program focuses on technical, business and general education cores of studies. The technical core covers knowledge and skills in computer systems, operating systems, local and wide area network systems, telecommunications fundamentals and the administrative tasks related to such systems. Students will be taught to perform installation, configuration, administration and routine maintenance tasks. Courses in the business core will introduce basic business functions, organizational structures and behaviors and technology applications in business settings. The general education core will offer studies in the humanities, mathematics, science and the social sciences.

### COMPUTER FORENSICS (ONLINE PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - The purpose of this program is to help graduates prepare for entry-level positions in computer
forensics. The curriculum of the program focuses on technical, criminal justice and general education cores of study. The technical core covers knowledge and skills in the collection, identification, preservation, extraction, interpretation and documentation of computer evidence. Courses in the criminal justice core will introduce students to the legal and regulatory aspects of computer forensics including an understanding of the judicial system, investigative processes, the importance of maintaining the chain of evidence and incident reporting. The general education core will offer studies in the humanities, mathematics, sciences and social sciences.

SOFTWARE DEVELOPMENT TECHNOLOGY, ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - The purpose of this program is to help students develop knowledge and skills to pursue entry-level positions involving computer software development. Areas of study include logical and algorithmic analysis and design, object-oriented programming and relational databases, programming languages and development tools, Web scripting and programming, Web services and applications, software development lifecycles, and business and ethical impacts on software development practices. The goal of the program is to help the student learn a balanced combination of practical programming techniques and problem-solving skills.

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.

ELECTRONICS AND COMMUNICATIONS
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER
ENGINEERING TECHNOLOGY

BACHELOR OF SCIENCE DEGREE

Objectives - The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions in various fields involving electronics engineering technology, including communication systems. Courses in this program offer an expansive foundation in electronic circuitry and communications engineering technology through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus and additional general education coursework.

INDUSTRIAL AUTOMATION ENGINEERING TECHNOLOGY

BACHELOR OF SCIENCE DEGREE

Objectives - The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions in various fields involving industrial automation. The program offers instruction in electronics applications and computer aspects of automated manufacturing, including both theory and applications of digital and industrial electronics, hydraulics/pneumatics, robotic systems, computer-assisted manufacturing languages and programming and industrial management.

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.

COMPUTER AND ELECTRONICS ENGINEERING TECHNOLOGY

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program helps graduates begin to prepare for careers in a variety of entry-level positions in many fields of electronics and computer technology, such as aviation, communications, computers, consumer products, defense and research and
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

development. The program acquaints students with certain circuits, systems and specialized techniques used in electronics and computer technology career fields and exposes students to a combination of classroom theory and practical application in a laboratory environment.

SCHOOL OF DRAFTING AND DESIGN

DIGITAL ENTERTAINMENT AND GAME DESIGN, BACHELOR OF SCIENCE DEGREE

Objectives - The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions involving technology associated with designing and developing digital games and multimedia applications. Courses in this program offer a foundation in digital game design (through the study of subjects such as gaming technology, game design process, animation, level design) and general education subjects.

CONSTRUCTION MANAGEMENT (RESIDENCE PROGRAM)

BACHELOR OF SCIENCE DEGREE

Objectives - This program covers the fundamentals and offers a foundation in construction management, construction techniques and legal issues relating to the construction management field. Areas of study include building codes, site construction and measurement, construction documents, construction project management and construction safety management. The goal of the program is to help the student acquire skills that can be used to enter the workplace and be a versatile member of a construction team.

CONSTRUCTION MANAGEMENT (ONLINE PROGRAM)

BACHELOR OF SCIENCE DEGREE

(Tennessee residents will receive a Bachelor of Applied Science Degree.)

Objectives - This program covers the fundamentals and offers a foundation in construction management, construction techniques and legal issues relating to the construction management field. Areas of study include building codes, site construction and measurement, construction documents, construction

Questions to specific standards for AAC and Campus CAMPUS
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Project management and construction safety management. The goal of the program is to help the student acquire skills that can be used to enter the workplace and be a versatile member of a construction team.

**DRAFTING AND DESIGN TECHNOLOGY (RESIDENCE PROGRAM), 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.

**DRAFTING AND DESIGN TECHNOLOGY (ONLINE PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE**

(Kentucky and Wisconsin residents will receive an Associate of 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.

**COMPUTER DRAFTING AND DESIGN, ASSOCIATE OF APPLIED SCIENCE DEGREE**

Objectives - Drafting is a graphic language used by industry to communicate ideas and plans from the creative-design stage through production. Computer drafting and design is one way to produce drawings in traditional design and drafting fields. This program combines wherever appropriate computer-aided drafting with conventional methods of graphic communication to solve drafting and basic design-related problems. The program will help graduates prepare to work in entry-level positions in many diverse areas of technical drafting and design. Students will be exposed to both classroom theory and laboratory projects. Students will be required to

Questions to specific standards for AAC and Campus
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

create a variety of drawings of various sizes on
different drawing media, and will use conventional
as well as computer-aided drafting equipment. The
goal of the Computer Drafting and Design program
is to help the student acquire the skills to enter the
workplace as a versatile draftsperson able to make
basic design decisions and capable of addressing the
challenges of future technological advances in the
drafting and design profession.

**GRAPHIC COMMUNICATIONS AND DESIGN,**
ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to fundamental
skills utilized in entry-level graphic design, visual
communications and related positions. The program
can help students explore communicating ideas and
concepts through print and interactive multimedia
communication. The program emphasizes creativity,
visualization and critical thinking to help students
generate technologically appropriate, functional and
aesthetically pleasing solutions for graphic
communications and design projects.

**VISUAL COMMUNICATIONS, ASSOCIATE OF**
APPLIED SCIENCE DEGREE

Objectives - The purpose of this program is to help students
prepare for entry-level positions in visual
communications related professions. The curriculum
of the program consists of a foundation core of
design and general education courses, followed by
studies in multimedia applications. The Visual
Communications program can help graduates
prepare to perform tasks associated with designing
and creating interactive multimedia communications
and print communications. Additional curriculum
topics,
investigated through classroom and laboratory experiences,
include graphic design, multimedia applications and
other related technical subjects.

**CONSTRUCTION TECHNOLOGY (ONLINE**
PROGRAM), ASSOCIATE OF APPLIED
SCIENCE DEGREE

Objectives - This program provides a foundation in
construction technology. Areas of study include
building codes, construction site layout, construction
documents, mechanical systems and construction
safety. The goal of the program is to help the student
acquire skills that can be used to enter the workplace
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER
as a versatile member of a construction team.

WEB DESIGN TECHNOLOGY (ONLINE PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE

(Kentucky and Wisconsin residents will receive an Associate of Science Degree.)

Objectives - This program exposes students to fundamental knowledge and skills utilized in the web design field. This program can help individuals apply a variety of applications and authoring tools to the design, edit and launching of documents, images, graphics, sound and multimedia on the Internet. Students are exposed to Internet theory, web page standards and policies, elements of web page design, user interfaces, special effects, interactive and multimedia components, search engines, navigation, e-commerce tools, and other web technologies.

WEB DESIGN (ONLINE PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - The purpose of this program is to help students prepare for entry-level positions in the Web design and development industry, with special focus on the visual, artistic and interactive design aspects of Web sites and applications. The curriculum of the program consists of a design and development core, a business core and a general education core. Graduates of the Web Design program are taught, through classroom and laboratory experiences, to perform tasks associated with the development and creation of various design solutions for interactive Web interfaces that enhance user experience and the functionality of various Web sites and applications.

SCHOOL OF BUSINESS

BUSINESS ADMINISTRATION (ONLINE MASTER'S PROGRAM), MASTER OF BUSINESS ADMINISTRATION DEGREE

The business world today grapples with globalization of markets, rapid technological changes, growing cultural diversification of the work force and a renewed ethical standard for businesses. How does a business person analyze, assess and provide sound strategies in the face of such rapid and overwhelming change. Designed for the working adult, the Master of Business Administration (MBA) program synthesizes practical issues, such as...
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<td>ACADEMIC ADMINISTRATIVE CENTER</td>
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<td>business management, information systems, finance and regulatory restraints, with strategic issues such as leadership, group processes and decision analysis. To provide flexibility for adult learners, the program has been designed to be delivered through distance education online over the Internet in a team-oriented format, from which students can draw from real-world problems in the business environments in which they work or from simulated case studies. The online faculty will help facilitate a collaborative learning environment for the student.</td>
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Objectives - The objectives of the program are to help graduates prepare to participate in business management and leadership activities upon graduation; provide graduate instruction to help students develop business skills and knowledge to pursue advancement within their chosen career field; foster critical thinking, communication and teamwork while reinforcing both the theoretical and applied principles of business management; and offer services that can help facilitate the adult student’s successful completion of the graduate program of study.

ACCOUNTING (ONLINE BACHELOR’S PROGRAM), BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level accounting positions. Students will be exposed to various aspects of accounting principles and theory, intermediate accounting, advanced accounting, cost accounting, tax accounting, auditing, reporting procedures, statement analysis and professional standards and ethics.

This program of study will not qualify a graduate to take the examination to become a Certified Public Accountant. All students interested in practicing a regulated accounting profession requiring licensure from a state regulatory agency should contact the appropriate state regulatory agency in their field of interest to determine the licensing requirements. Licensing information is also available from the following Web sites: American Institute of Certified Public Accountants, National Association of State Boards of Accountancy, Institute of Internal Auditors and Institute of Management Accountants.

Questions to specific standards for AAC and Campus CAMPUS
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER
ACCOUNTING (ONLINE ASSOCIATE’S PROGRAM)
ASSOCIATE OF APPLIED SCIENCE DEGREE
(Kentucky and Wisconsin residents will receive an Associate of 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.

BUSINESS MANAGEMENT (RESIDENCE BACHELOR’S PROGRAM), BACHELOR OF SCIENCE DEGREE
Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students are exposed to a variety of concepts in marketing, sales, accounting, communications, finance and management. Students are also exposed to teamwork concepts, technology and problem solving.

BUSINESS MANAGEMENT (ONLINE BACHELOR’S PROGRAM), BACHELOR OF SCIENCE DEGREE
Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students are exposed to a variety of concepts in marketing, sales, accounting, communications, finance and management. Students are also exposed to teamwork concepts, technology and problem solving.

BUSINESS MANAGEMENT (RESIDENCE ASSOCIATE’S PROGRAM), 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
ACADEMIC ADMINISTRATIVE CENTER

MANAGEMENT. Students are exposed to teamwork concepts, technology and multiple approaches to problem solving.

BUSINESS MANAGEMENT (ONLINE ASSOCIATE'S PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE

(Kentucky and Wisconsin residents will receive an Associate of 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.

BUSINESS ADMINISTRATION - MARKETING MANAGEMENT OPTION AND PROJECT MANAGEMENT OPTION (RESIDENCE BACHELOR'S PROGRAM), BACHELOR OF SCIENCE DEGREE

Objectives - The Business Administration program offers a foundation to develop business knowledge and skills. It combines the study of fundamentals of marketing, finance, communication and strategic management while emphasizing the impact of the dynamic, global information age on business. The program includes principles of professional business communication and methods and techniques used in the information age, while also offering instruction on teamwork, technology, problem solving, leadership, multi-cultural management issues and general education, including the humanities, composition, mathematics, the sciences and the social sciences.

The Marketing Management option of the Business Administration program combines the study of fundamentals of marketing, finance, communication and strategic management. This option includes three major focuses. The business focus provides an introduction to functional areas of business. The marketing focus offers marketing principles and practices with emphasis on consumer behavior. The communication focus offers a foundation in
The Project Management option of the Business Administration program combines the study of business fundamentals in finance, communication and strategic management with project management skills. Core competencies include tools and techniques used in project management for planning, scheduling and creating strategies to identify risks and quantify their impact. Other areas of study include the project planning process, including the project life cycle, requirements and scope and quality assurance plans. The Project Management option offers graduates an opportunity to develop knowledge and skills that can help them begin careers in a variety of entry-level business and project management positions.

BUSINESS ADMINISTRATION - FINANCE OPTION, HUMAN RESOURCES MANAGEMENT OPTION, MARKETING OPTION, MARKETING MANAGEMENT OPTION AND PROJECT MANAGEMENT OPTION (ONLINE BACHELOR’S PROGRAM), BACHELOR OF SCIENCE DEGREE

(Tennessee residents will receive a Bachelor of Applied Science Degree.)

Objectives - The Business Administration program offers a foundation to develop business knowledge and skills. It combines the study of fundamentals of marketing, finance, communication and strategic management while emphasizing the impact of the dynamic, global information age on business. The program includes principles of professional business communication and methods and techniques used in the information age, while also offering instruction on teamwork, technology, problem solving, leadership, multi-cultural management issues and general education, including the humanities, composition, mathematics, the sciences and the social sciences.

The Finance option of the Business Administration program combines the study of the fundamentals in the functional areas of business with skills in finance and financial services. Core competencies include tools and techniques used in finance for planning financial strategies, with an emphasis on financial services in today’s global economy. The Finance
ACADEMIC ADMINISTRATIVE CENTER

The Human Resources Management option of the Business Administration program combines the study of the fundamentals in the functional areas of business with an emphasis on knowledge and skills in compensation and benefit administration, employment law, workforce planning, training and development and organizational behavior. The Human Resources Management option offers graduates the opportunity to develop knowledge and skills that can help them begin careers in a variety of entry-level business positions, especially those in recruitment, staffing and human resource departments. The Marketing option of the Business Administration program builds on fundamental knowledge and skills in marketing and sales management in a global environment. Marketing consists of many activities including identifying customer needs, developing goods and services to satisfy those needs, communicating information about products to potential customers, and logistics and distribution management, which assures that products are delivered to customers as needed. Core competencies include tools and techniques used in retailing, market research, promotion, and sales management for planning marketing strategies with an emphasis on services marketing. The Marketing option offers graduates the opportunity to develop knowledge and skills that can help them begin careers in a variety of entry-level business, general marketing, marketing research, advertising and retailing positions. The Marketing Management option of the Business Administration program combines the study of fundamentals of marketing, finance, communication and strategic management. This option includes three major focuses. The business focus provides an introduction to functional areas of business. The marketing focus offers marketing principles and practices with emphasis on consumer behavior. The communication focus offers a foundation in professional communication, including principles of professional business communication and methods and techniques used in the information age.

The Project Management option of the Business Administration program combines the study of...
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Business fundamentals in finance, communication and strategic management with project management skills. Core competencies include tools and techniques used in project management for planning, scheduling and creating strategies to identify risks and quantify their impact. Other areas of study include the project planning process, including the project life cycle, requirements and scope and quality assurance plans. The Project Management option offers graduates an opportunity to develop knowledge and skills that can help them begin careers in a variety of entry-level business and project management positions.

**BUSINESS ADMINISTRATION (ONLINE ASSOCIATE’S PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE**

Objectives - This program offers a foundation to help students develop business knowledge and skills. It combines the study of fundamentals of marketing, finance and communication. The program also emphasizes the impact of the dynamic, global information age on business and how to make efficient use of technology. The program includes three major focuses. The business focus provides an introduction to functional areas of business. The marketing focus offers marketing principles and practices with emphasis on consumer behavior. The communication focus offers a foundation in professional communication, including principles of professional business communication and methods and techniques used in the information age. The program also offers instruction on teamwork, technology and problem solving and includes general education coursework.

**BUSINESS ACCOUNTING TECHNOLOGY - FINANCIAL ACCOUNTING OPTION AND INTERNAL CONTROLS OPTION, (ONLINE BACHELOR’S PROGRAM), BACHELOR OF SCIENCE DEGREE**

(Tennessee residents will receive a Bachelor of Applied Science Degree.)

Objectives - The fundamentals of accounting and business operations are important in many economic endeavors. The Business Accounting Technology program blends accounting concepts and skills, financial applications and elements of business with
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Accounting technology. This blend offers students a practitioner-oriented program of study that can help them prepare to function in a variety of business atmospheres. Critical thinking, accounting technology and professional and interpersonal communication are also elements of this program. The Financial Accounting option of the Business Accounting Technology program includes instruction on computerized accounting, basic accounting principles and financial accounting applications. Students will have the opportunity to create, analyze and interpret financial data and statements. Upper-level courses enhance the study of accounting and expand into areas such as cost accounting and budgeting, financial analysis, taxation and auditing, and accounting information systems. The program also includes a background in business data networks, business information systems, business organization, business law and professional communications. The Internal Controls option of the Business Accounting Technology program includes instruction on computerized accounting, basic accounting principles and financial accounting applications while emphasizing procedures and processes to recognize and prevent financial fraud and improper earnings management. This option focuses on internal control and fraud examination conducted through auditing accounting practices and analyzing financial statements to investigate fraud indicators and earnings mismanagement.

BUSINESS ACCOUNTING TECHNOLOGY (ONLINE ASSOCIATE’S PROGRAM)

Objectives - The fundamentals of accounting and business operations are important in many economic endeavors. This program blends accounting concepts and skills, financial applications and elements of business with accounting technology. This blend offers students a practitioner-oriented program of study that can help them prepare to function in a variety of business atmospheres. The program includes instruction on basic accounting principles and financial accounting applications. Students will have the opportunity to create, analyze and interpret financial data and statements. Critical thinking, accounting technology and professional and interpersonal communication are also
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

elements of this program.

PROJECT MANAGEMENT AND ADMINISTRATION -
PROJECT MANAGEMENT AND
ADMINISTRATION OPTION, CONSTRUCTION
OPTION, AND INFORMATION TECHNOLOGY
OPTION (RESIDENCE PROGRAM)

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.

TECHNICAL PROJECT MANAGEMENT (ONLINE
PROGRAM), BACHELOR OF SCIENCE
DEGREE

Objectives - The Technical Project Management program
(TPM) combines the theory and techniques of the
professional discipline of project management with
an emphasis on their application to electronic
commerce. The program studies the technical
aspects of conducting business in the electronic
global environment as well as application of project
management skills to information technology

Questions to specific standards for AAC and Campus CAMPUS
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

This program can help graduates prepare for a career managing projects in a variety of industries that utilize Information Technology or electronic business methods to market, sell, deliver and receive payment for their product or services.

SCHOOL OF CRIMINAL JUSTICE

CRIMINAL JUSTICE (RESIDENCE BACHELOR’S PROGRAM), BACHELOR OF SCIENCE DEGREE

Objectives - This program teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today’s criminal justice environment. The upper-level courses enhance the study of the criminal justice system and expand into areas such as criminalistics, victimology and forensics investigations. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and administrative subject matter. Students will examine the criminal justice process and study interpersonal communication skills. The program offers an interdisciplinary study of the mechanisms of social control, criminology and criminal justice in American society. Program content includes communication, criminal law and procedures, cybercrime and homeland security issues as well as technology skills. The program can help graduates cultivate particular human relations skills appropriate to the industry and an understanding of the causes and prevention of crime.

CRIMINAL JUSTICE (ONLINE BACHELOR’S PROGRAM), BACHELOR OF SCIENCE DEGREE

(Tennessee residents will receive a Bachelor of Applied Science Degree.)

Objectives - This program teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law
ACADEMIC ADMINISTRATIVE CENTER

enforcement, the courts and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. The upper-level courses enhance the study of the criminal justice system and expand into areas such as criminalistics, victimology and forensics investigations. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and administrative subject matter. Students will examine the criminal justice process and study interpersonal communication skills. The program offers an interdisciplinary study of the mechanisms of social control, criminology and criminal justice in American society. Program content includes communication, criminal law and procedures, cybercrime and homeland security issues as well as technology skills. The program can help graduates cultivate particular human relations skills appropriate to the industry and an understanding of the causes and prevention of crime.

CRIMINOLOGY AND FORENSIC TECHNOLOGY
(RESIDENCE PROGRAM)

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics and investigations. This program contains report writing, communications, problem solving and computer coursework designed to help students prepare for entry-level positions in the field of criminal justice.

CRIMINOLOGY AND FORENSIC TECHNOLOGY
(ONLINE PROGRAM)

ASSOCIATE OF APPLIED SCIENCE DEGREE

(Kentucky and Wisconsin residents will receive an Associate of Science Degree.)

Objectives - This program exposes students to fundamental knowledge and skills utilized in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics and investigations. This program contains report writing, communications, problem solving and computer coursework designed
CRIMINAL JUSTICE (RESIDENCE ASSOCIATE'S PROGRAM)

ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program teaches fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and criminal justice subject matter. The program examines the criminal justice process in the United States and involves the study of interpersonal communication skills. Program content includes communication, criminology, courts, correctional programs, criminal investigations, security and policing.
ACADEMIC ADMINISTRATIVE CENTER
PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program teaches fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and criminal justice subject matter. The program examines the criminal justice process in the United States and involves the study of interpersonal communication skills. Program content includes communication, criminology, courts, correctional programs, criminal investigations, security and policing.

CRIMINAL JUSTICE - CYBER SECURITY (RESIDENCE PROGRAM), BACHELOR OF SCIENCE DEGREE

Objectives - This program teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. The program also offers a foundation on risks and damages associated with digital fraud and cyber crimes, including Internet crime, cyberstalking, electronic crime and identity theft. One focus of the program is the cornerstones of cyber security, including the methodologies of inspection, protection, detection, reaction and response. Topics include formal specification and verification of security properties, operating system security, trust management, security auditing and intrusion detection, security policy, safeguards and countermeasures, risk mitigation, covert channels and identification and authentication. Intrusion detection in network security, firewalls, virtual private networks (VPNs), virtual local area networks (VLANs), backup and disaster recovery techniques, smart card security, estimation and management of risks associated with security are also included. The upper-level courses expand the study of the criminal justice system into areas such as criminalistics.
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<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
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<tr>
<td>victimology and forensics investigations. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and administrative subject matter. Students will examine the criminal justice process and study interpersonal communication skills. The program offers an interdisciplinary study of the mechanisms of social control, criminology and criminal justice in American society. Program content includes communication, criminal law and procedures, and cybercrime issues as well as technology skills. The program can help graduates cultivate human relations skills that can be useful in the industry and an understanding of the causes and prevention of crime.</td>
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**CRIMINAL JUSTICE - CYBER SECURITY (ONLINE PROGRAM), BACHELOR OF SCIENCE DEGREE**

(Tennessee residents will receive a Bachelor of Applied Science Degree.)

Objectives - This program teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. The program also covers the foundation of risks and damages associated with digital fraud and cyber crimes including Internet crime, cyberstalking, electronic crime and identity theft. Special emphasis is placed on the cornerstones of cyber security including the methodologies of inspection, protection, detection, reaction and response. Topics include formal specification and verification of security properties, operating system security, trust management, security auditing and intrusion detection, security policy, safeguards and countermeasures, risk mitigation, covert channels and identification and authentication. Intrusion detection in network security, firewalls, virtual private networks (VPNs), virtual local area networks (VLANs), backup and disaster recovery techniques, smart card security, estimation and management of risks associated with security are also included. The upper-level courses enhance the study of the criminal justice system and expand into areas such as criminalistics, victimology and forensics investigations. The curriculum is designed to offer a balance of theory and application used in the field by
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER
integrating interpersonal skills and administrative subject matter. Students will examine the criminal justice process and study interpersonal communication skills. The program offers an interdisciplinary study of the mechanisms of social control, criminology and criminal justice in American society. Program content includes communication, criminal law and procedures, and cybercrime issues as well as technology skills. The program can help graduates cultivate particular human relations skills appropriate to the industry and an understanding of the causes and prevention of crime.

PARALEGAL (RESIDENCE PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - This program exposes students to fundamental skills utilized in a variety of entry-level paralegal and legal assistant positions and offers a foundation to help students develop knowledge and skills. The program introduces the fundamentals of ethics, legal research and writing, law office technology and specific areas of the law, such as criminal law, family law, wills, trusts and estates, and litigation, among others. Students are exposed to teamwork concepts, technology and multiple approaches to problem solving.

PARALEGAL (ONLINE PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE

(Kentucky and Wisconsin residents will receive an Associate of Science Degree.)

Objectives - This program exposes students to fundamental skills utilized in a variety of entry-level paralegal and legal assistant positions and offers a foundation to help students develop knowledge and skills. The program introduces the fundamentals of ethics, legal research and writing, law office technology and specific areas of the law, such as criminal law, family law, wills, trusts and estates, and litigation, among others. Students are exposed to teamwork concepts, technology and multiple approaches to problem solving.

PARALEGAL STUDIES (RESIDENCE PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE

Objectives - The purpose of this program is to help students prepare for entry-level positions as paralegals. Areas
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

of study include ethics, legal research and writing, law office technology, and specific areas of the law, such as criminal law, corporate law and litigation, among others. The program is also intended to help the student develop problem-solving and critical thinking skills.

**PARALEGAL STUDIES (ONLINE PROGRAM), ASSOCIATE OF APPLIED SCIENCE DEGREE**

Objectives - The purpose of this program is to help students prepare for entry-level positions as paralegals. Areas of study include ethics, legal research and writing, law office technology, and specific areas of the law, such as criminal law, corporate law and litigation, among others. The program is also intended to help the student develop problem-solving and critical thinking skills.

**BRECKINRIDGE SCHOOL OF NURSING**

NURSING (ONLINE BACHELOR’S PROGRAM), BACHELOR OF SCIENCE DEGREE

Objectives - The program helps registered nurses (RNs) provide evidence-based generalist nursing care to diverse individuals, families and populations in a variety of healthcare environments. The program focuses on the development of care knowledge and skills, ethical values and critical reasoning skills used by nurses and can provide a foundation for nursing leadership roles.

**NURSING (RESIDENCE ASSOCIATE’S PROGRAM), ASSOCIATE OF SCIENCE DEGREE**

Objectives - The objective of the Nursing program is to help graduates prepare to become licensed Registered Nurses (RNs) after successful completion of the NCLEX-RN (National Council Licensure Examination). The program combines theory and clinical components in addressing the concepts of professional nursing roles: caregiver, advocate, educator, communicator and manager. Areas of study include nursing values and roles, fundamental nursing concepts and techniques, adult health nursing, gerontological nursing, mental health nursing, maternal child nursing, critical care nursing and pharmacology, with nutrition and dosage calculation integrated throughout the program.
ACADEMIC ADMINISTRATIVE CENTER

SCHOOL OF HEALTH SCIENCES

HEALTH INFORMATION TECHNOLOGY, ASSOCIATE OF SCIENCE DEGREE

Objectives - The program in Health Information Technology teaches students how to collect, analyze, monitor, maintain and report health data in accordance with established data quality principles, legal and information security standards and professional best practice guidelines. These functions encompass, among other duties, processing requests for the release of personal health information, the coding of clinical information, processing and using health data for clinical quality management, billing/reimbursement and compliance with patient privacy regulations.

The institution uses the following methods to assess the ability of students to meet program objectives upon completion of the program:

- Capstone Courses: Many of the institutions programs utilize a capstone course to solidify the student's overall learning processes and to determine the level of the students understanding of the program objectives.

- Capstone Assessment Data: For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. As capstone outcomes assessment data become available, faculty reviews proficiency levels achieved by graduates with respect to specific outcomes and takes improvement action as needed.

- Student Engagement: Student engagement is measured by student attendance and the ability to complete program courses.

- Student Success: Student Success is measurement of the number of passing students divided by the number of student attempting a course. A student attempt is counted each time a student sits for a particular class.

I.12 Are the following identified and described in the IEP?

The baseline data for each outcome.

☐ Yes ☐ No ☐ Not Applicable

The data used by the institution to assess each
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Outcome.

☑ Yes ☐ No ☐ Not Applicable
How the data was collected.

☑ Yes ☐ No ☐ Not Applicable
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:

Questions to specific standards for AAC and Campus

**CAMPUS**

☐ Yes ☐ No ☐ Not Applicable
How the data was collected.

☐ Yes ☐ No ☐ Not Applicable
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:

Each institution shall publish annual placement and retention goals. In formulating these goals, each institution shall take into account the retention and placement rates from the previous three Annual Institutional Reports and the specific activities that will be undertaken to meet those goals. The activities must demonstrate the institution's ability to maintain or improve retention and placement outcomes each year.

Institutions are encouraged to include additional information in their plans which is relevant to improving their overall effectiveness.

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

☑ Yes ☐ No

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

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

☑ Yes ☐ No

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

The deans will maintain a watch list of high risk students, excessive and is responsible for follow-up with students, and instructors who have excessive absenteeism; student feedback is assessed and new initiatives developed as needed; school (department) chairs assist in teaching initial classes in an attempt to improve student success; faculty are monitored closely on metrics of attendance, retention, student engagement, and student success. Instructors who are not meeting metrics are redirected, coached, mentored or reassigned.

Programs will be closely monitored by the Career Services department to determine if more global program modifications are needed to meet changing needs of the
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

**MARKET PLACE.**

**3-1-112. Implementation and Monitoring of the Institutional Effectiveness Plan.** Institutions shall document that the specific activities listed in the plan are carried out and that periodic progress reports are completed to ensure that the plan's activities are implemented. Appropriate individuals should be assigned responsibility for implementing and monitoring the Institutional Effectiveness Plan.

1.16 Does the institution have documentation to show the following?

(a) That the IEP 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

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

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

The following individuals and groups are responsible for supporting and fulfilling the requirements of the IEP: (a) compliance department; (b) Ethics and Compliance Policy Committee; (c) executive staff responsible for academics, placement, and campus activities.

**3-1-113. Evaluation of the Institutional Effectiveness Plan.** Institutions shall evaluate the plan, its goals, and activities at least annually. Evaluation requires the determination of initial baseline rates and a measurement of results after planned activities have occurred. Institutions shall maintain documentation of historical outcomes and show evidence of how this documentation is used to achieve expected goals. Institutions should adjust their goals accordingly as a result of an evaluation of the Institutional Effectiveness Plan.

1.18 Does the institution have documentation to show that the IEP is evaluated at least annually?

- [ ] Yes
- [ ] No

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

3-1-200-ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff and faculty a spirit of understanding, cooperation, and responsibility.

**GENERAL COMMENTS:**

**ACADEMIC ADMINISTRATIVE CENTER**

**MARKET PLACE.**

**3-1-112. Implementation and Monitoring of the Institutional Effectiveness Plan.** Institutions shall document that the specific activities listed in the plan are carried out and that periodic progress reports are completed to ensure that the plan's activities are implemented. Appropriate individuals should be assigned responsibility for implementing and monitoring the Institutional Effectiveness Plan.

1.16 Does the campus have documentation to show the following?

(a) That the IEP 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

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

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.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

- [ ] Yes
- [ ] No

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

**GENERAL COMMENTS:**
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Performance standards and monitoring controls need to be employed to ensure adequate administrative functioning. The annual budget expenditures should be adequate to properly carry out the stated educational objectives of the institution.

### 2. ORGANIZATION

2.01 Is the following information regarding the institution appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

- Yes [ ]
- No [ ]

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

- Yes [ ]
- No [ ]

2.01 (c) - reviewed at campus level

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 [ ]

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

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Questions to specific standards for AAC and Campus CAMPUS

### 2. ORGANIZATION

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

(c) Names of the administrators.

- Yes [ ]
- No [ ]

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

---

### 3-1-202. Integrity

The integrity of an institution is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by all individuals comprising the ownership, control, or management.

An institution must assume full responsibility for the actions, statements, and conduct of its representatives and must, therefore, select each of them with the utmost care, provide them with adequate training, and arrange for constant and proper supervision and evaluation of their work. The Council considers the following to be important:

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

(b) The institution must maintain written evidence that faculty and staff members clearly understand their duties and responsibilities, know the person to whom they report, and understand the standards by which the success of their work is measured. A copy of the document describing these terms and conditions shall be given to the faculty and staff member and a copy maintained by the institution.

2.02 Does the institution:

(a) Adequately train its employees?

- Yes [ ]
- No [ ]

(b) Provide them with constant and proper supervision?

- Yes [ ]
- No [ ]

(c) Evaluate their work?

- Yes [ ]
- No [ ]

If No for any item, insert the section number in parentheses and explain:
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<tr>
<td>2.03 Is the administration of the institution efficient and effective?</td>
<td>2.03 Is the administration of the campus efficient and effective?</td>
</tr>
<tr>
<td>☑ Yes ☐ No</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<td>2.04 - reviewed at campus level</td>
<td>2.04 Does the campus maintain written documentation to show that faculty and staff members:</td>
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<td></td>
<td>(a) Clearly understand their duties and responsibilities?</td>
</tr>
<tr>
<td></td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td>(b) Know the person to whom they report?</td>
</tr>
<tr>
<td></td>
<td>☑ Yes ☐ No</td>
</tr>
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<td></td>
<td>(c) Understand the standards by which the success of their work is measured?</td>
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<td></td>
<td>☑ Yes ☐ No</td>
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<tr>
<td>If No for any item, insert the section number in parentheses and explain:</td>
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<tr>
<td>2.05 - reviewed at campus level</td>
<td>2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?</td>
</tr>
<tr>
<td></td>
<td>☑ Yes ☐ No</td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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(c) In the administrative organization of the institution, the professional integrity of the faculty and staff shall be respected. Administrative decisions shall not inhibit the academic freedom of the faculty. The institution shall adopt a policy assuring academic freedom and communicate the policy to all faculty.

(d) An institution shall establish, publish, and implement appropriate grievance policies and procedures for considering complaints received from students, employees, and other interested parties. The grievance procedure for students shall be published in the institutional catalog or student handbook and shall include the name and address of ACICS.

2.06 Has the institution adopted a policy on academic freedom that has been communicated to the faculty? | 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty? |
| ☑ Yes ☐ No | ☑ Yes ☐ No |
| If No, insert the section number in parentheses and explain: | If No, insert the section number in parentheses and explain: |

2.07 Does the institution have an appropriate grievance policy for faculty and staff? | 2.07 Does the campus have an appropriate grievance policy for faculty and staff? |
| ☑ Yes ☐ No | ☑ Yes ☐ No |
| If No, insert the section number in parentheses and explain: | If No, insert the section number in parentheses and explain: |
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

2.08 Does the institutional 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)

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

Daniel M. Fitzpatrick has served as Executive Vice President, Chief Financial Officer since April 2009. He served as Senior Vice President, Chief Financial Officer from June 2005 through March 2009. Mr. Fitzpatrick holds a Bachelor of Science and Arts degree from Robert Morris University.

Questions to specific standards for AAC and Campus CAMPUS

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)

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

GENERAL COMMENTS:

3. ADMINISTRATION

2-1-100-ACCREDITATION WORKSHOP REQUIREMENTS

The Council schedules accreditation workshops each year. Applicants for initial or new grants of accreditation are required to attend a workshop. During these workshops, Council representatives will consult with institutional representatives to help them understand and complete the process. Institutional representatives are required to attend an accreditation workshop within 18 months prior to the final submission of the self-study. For initial applicants, the chief on-site administrators of the main campus and all branch campuses are required to attend. For currently accredited institutions, the chief on-site administrators or the self-study coordinators of the main campus and all branch campuses are required to attend.

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

☐ Yes ☐ No

3-1-300-ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained in carrying out administrative functions. Detailed recordkeeping enhances the management of the institution.

3-1-301. Management. Each institution shall have a chief executive officer. Moreover, each institution also shall have a qualified on-site administrator at the main campus and at all branches. This person must be made known to ACICS and shall be responsible for the implementation of the stated mission as determined by the institution's governing body. The staff shall continuously evaluate the programs of study, student activity program, guidance services, financial aid services, instructional procedures and resources, and other aspects of the educational program of the institution. The chief executive officer shall seek to improve the educational program as a result of such evaluation. A current copy of the Accreditation Criteria shall be maintained by each main and branch location and shall be available to faculty and staff.
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<td><strong>CAMPUS</strong></td>
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<tr>
<td>3.02 Are all staff well trained to carry out administrative functions?</td>
<td>3.02 Are all staff well trained to carry out administrative functions?</td>
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<tr>
<td>☑ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>3.03 Who is the on-site administrator, and what are this person’s qualifications?</td>
<td>3.03 Who is the on-site administrator, and what are this person’s qualifications?</td>
</tr>
<tr>
<td>Kevin M. Modany has served as Chairman of the Board since 2008 and as Chief Executive Officer since 2007. He also served as President from 2005 through early 2008. From 2005 through early 2007, Mr. Modany also served as Chief Operating Officer. Prior to that, he was Senior Vice President and Chief Financial Officer. Mr. Modany holds a B.A degree from Robert Morris University.</td>
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<tr>
<td>Clark D. Elwood has served as an Executive Vice President and Chief Administrative Officer since April 2009 and as Chief Legal Officer since April 2010. He served as a Senior Vice President from December 1996 through March 2009, as Secretary from October 1992 through March 2010, and as General Counsel from May 1991 through March 2010. Mr. Elwood holds a Juris Doctor degree from Washington University and a B.S./B.A. degree from Drake University.</td>
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**3-1-302. Evidence of Degrees.** Institutions listing degrees of staff members in the catalog shall have on file appropriate evidence of the degrees. Copies of either transcripts or diplomas are acceptable.

3.04 - reviewed at campus level

| 3.04 Does the campus list degrees of staff members in the catalog? | 3.04 Does the campus list degrees of staff members in the catalog? |
| ☐ Yes ☐ No | ☐ Yes ☐ No |
| If Yes, is appropriate evidence of the degrees on file? | If Yes, is appropriate evidence of the degrees on file? |
| ☐ Yes ☐ No | ☐ Yes ☐ No |
| If the degrees are not on file, insert the section number in parentheses, list staff member names, degrees, and awarding institution, and explain: | If the degrees are not on file, insert the section number in parentheses, list staff member names, degrees, and awarding institution, and explain: |

**3-1-303. Records.** Careful recordkeeping is crucial to the smooth day-to-day operation of an institution. The data from these records are important to the institution for future planning, to students for informational purposes, and to evaluation teams during school visits. All such records should be maintained at each institutional site or shall be available at each site during evaluation visits. The Council expects at least the following:

(a) Adequate records shall be kept by each institution relative to administrative operations. These include financial aid activities, admissions, curriculum, accreditation and licensure, guidance, instructional resources, supplies and equipment, school plant, faculty and staff, student activities, and student personnel.

| 3.05 Is there evidence that the institution keeps adequate records to support the following administrative operations? | 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations? |
| ☐ Yes ☐ No | ☐ Yes ☐ No |
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

<table>
<thead>
<tr>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Financial aid activities.</td>
</tr>
<tr>
<td>[☑ Yes] [□ No] [□ Not Applicable (institution does not participate in financial aid)]</td>
</tr>
<tr>
<td>(b) - reviewed at campus level</td>
</tr>
<tr>
<td>(c) Curriculum.</td>
</tr>
<tr>
<td>[☑ Yes] [□ No]</td>
</tr>
<tr>
<td>(d) Accreditation and licensure.</td>
</tr>
<tr>
<td>[☑ Yes] [□ No]</td>
</tr>
<tr>
<td>(e) - reviewed at campus level</td>
</tr>
<tr>
<td>(f) Instructional resources.</td>
</tr>
<tr>
<td>[☑ Yes] [□ No]</td>
</tr>
<tr>
<td>(g) - reviewed at campus level</td>
</tr>
<tr>
<td>(h) - reviewed at campus level</td>
</tr>
<tr>
<td>(i) Faculty and staff.</td>
</tr>
<tr>
<td>[☑ Yes] [□ No]</td>
</tr>
<tr>
<td>(j) - reviewed at campus level</td>
</tr>
<tr>
<td>(k) Student personnel.</td>
</tr>
<tr>
<td>[☑ Yes] [□ No]</td>
</tr>
</tbody>
</table>

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

#### (b) Admissions.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### (c) - reviewed at AAC

#### (d) - reviewed at AAC

#### (e) Guidance.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### (f) Instructional resources.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### (g) Supplies and equipment.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### (h) The school plant.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### (i) Faculty and staff.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### (j) Student activities.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### (k) Student personnel.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

(b) For all students admitted under an ability-to-benefit determination, the institution shall maintain records of the validated test scores, initial and periodic academic and career advising, and any other factors used by the institution to support its admissions determination.

(c) For institutions admitting students under an ability-to-benefit determination, documentation shall be maintained to evidence the relationship between test cut-off scores on whatever test the institution uses and successful academic or employment outcomes.

Such records could include such data as admissions rate (acceptances versus rejections), completion rate of those enrolled, general placement rate, or specific career placement rate.

For students tested and enrolled based on a test's validity to predict aptitude, the test score should predict successful completion of the program. Institutions must develop longitudinal data comparing the test cut-off score(s) utilized for acceptance with the eventual success of students.

An institution admitting a high percentage of applicants based on testing and losing a comparably high percentage of those students before completion (even allowing for factors other than ability) may not be using the appropriate test to measure aptitude, or the cut-off score for admission is too low, or both. The use of the minimum cut-off scores determined by the U.S. Department of Education will not, in and of itself, satisfy the requirements of this section.

3.06 Does the institution admit ability-to-benefit 3.06 - reviewed at AAC
Criteria is in paragraph preceding questions
ACADEMIC ADMINISTRATIVE CENTER
students?

☐ Yes ☒ No (Skip to Question 3.11)

3.07 - reviewed at campus level

Questions to specific standards for AAC and Campus
CAMPUS

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

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

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

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

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)

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

3.10 Describe the data used for ability-to-benefit student
determination and how it is analyzed.

☐ Yes ☐ No

If No, insert the section number in parentheses, list student

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

☐ Yes ☐ No

If No, insert the section number in parentheses, list student
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus

CAMPUS

names, and explain:

(e) A permanent academic record (transcript) of the student's progress shall be maintained. Compatible with the institution's mission, the transcript shall indicate student accomplishment in terms of clock hours, units of credit, or some other recognized system. The grading system used shall be fully explained on the transcript and must be consistent with that appearing in the institutional catalog.

3.12 - reviewed at campus level

3.12 Are appropriate transcripts maintained for all students?

☐ Yes ☐ No

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

3.13 - reviewed at campus level

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

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

3.12 - reviewed at campus level

3.13 - reviewed at campus level

3.14 - reviewed at campus level

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

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

☐ Yes ☐ No

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

3.14 - reviewed at campus level

(g) Certain basic records shall be maintained by the institution for a specified period of time. Transcripts should be kept indefinitely, and admissions data and other records should be kept for at least five years from the last day of attendance. Financial aid records shall be maintained according to the guidelines established by the funding source.

3.15 - reviewed at campus level

3.15 Does the campus maintain transcripts for all students indefinitely?

☐ Yes ☐ No

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

3.15 - reviewed at campus level

3.16 - reviewed at campus level

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

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

3.16 - reviewed at campus level

GENERAL COMMENTS:

GENERAL COMMENTS:
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

ITT has set standards in education for many years and the processes used are decided at the administrative level and then funneled down to each local campus. Training meetings are held with the different service areas on a regular schedule to ensure that each department operates in the structure identified and approved at the administrative center. Reports are generated to ensure that the goals (numeric and policy) of the institution are being met. Campuses are held accountable for all activities held at each campus.

### Questions to specific standards for AAC and Campus

**CAMPUS**

...
REPORT QUESTIONS

Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

10. NONTRADITIONAL EDUCATION

- Distance Education
- Self-Paced Instruction
- Consortium Agreements

Questions to specific standards for AAC and Campus

CAMPUS

10. NONTRADITIONAL EDUCATION

- Distance Education
- Self-Paced Instruction
- Consortium Agreements

3-1-500--EDUCATIONAL ACTIVITIES

Definition of Distance Education

A structured educational situation in which the instructors and learners are separated by time and location. Distance education supports regular and substantive interaction synchronously and asynchronously, between instructor and learner; among learners, and between learners and learning resources through one or more interactive technologies. The technologies may include the following: the Internet; interactive transmissions through broadcast, closed circuit, cable, satellite, or wireless communications devices; and two-way audio or videoconferencing.

3-1-511. Program Administration. The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

H.01 Who is assigned to develop the distance education activities at the institution, and what are this person’s qualifications?

Ms. Julie McCormack, current president of the online division, assigned to develop the distance education activities at the institution. Ms. McCormack has held this position since May 2008. She has experience in the corporate world and holds an MBA degree from the University of Virginia.

H.02 Does this individual possess appropriate academic or experiential qualifications?

☑ Yes ☐ No

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

H.03 Is there evidence that the program developer has sufficient authority and responsibility for the development of this mode of delivery?

☑ Yes ☐ No

H.01 Who is assigned to provide administration of the distance education activities at the campus, and what are this person’s qualifications?

H.02 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes ☐ No

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

H.03 Is there evidence that the program administrator have sufficient authority and responsibility for the administration of this mode of delivery?

☐ Yes ☐ No
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC ADMINISTRATIVE CENTER</td>
<td>CAMPUS</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

H.04 - reviewed at campus level

**INSTITUTIONS OFFERING DISTANCE EDUCATION ONLY**

APPENDIX H

PRINCIPLES AND GUIDELINES FOR NONTRADITIONAL EDUCATION

DISTANCE EDUCATION

In addition to the general standards in Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 6, the following standards apply specifically to distance education delivery methods. These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating distance education forms of educational delivery.

INSTITUTIONAL READINESS

(a) Institutions must notify and receive approval from ACICS prior to using distance education as a mode of delivery (See Sections 2-2-501 and 2-2-503(c)(d)).

(b) Institutions must have a plan to implement distance education instruction. At a minimum, the plan should include the rationale, resources, course/program objectives, content, and student assessment. Institutions must integrate this plan into the Institutional Effectiveness Plan.

(c) Institutions must employ faculty who possess the technical skills to teach in a distance education environment.

(d) The delivery method must be appropriate for students and the curriculum.

<table>
<thead>
<tr>
<th>H.05</th>
<th>H.06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?</td>
<td>Does the institution have a plan to implement distance education instruction?</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

When initially asked for the plan, the institution's administration indicated the plan was created several years ago, before they offered distance education. When preparing for the visit, administration admitted they saw this question, but did not understand how it applied to them since the phrase "to implement distance education" was not applicable as they have offered distance education.
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Since November 2001, in discussions with the team, the institution was able to present their strategic plan for implementation and growth of their distance education programs. This plan was thorough, detailed and addressed each area asked by the Council.

**H.07** If the institution has a plan, does it include the following?

(a) Rationale  
☒ Yes ☐ No

(b) Resources  
☒ Yes ☐ No

(c) Course/program objectives  
☒ Yes ☐ No

(d) Course content  
☒ Yes ☐ No

(e) Student assessment  
☒ Yes ☐ No

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

**H.08** Does the institution integrate this plan into the Institutional Effectiveness Plan?

☒ Yes ☐ No

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

Initially the institution had a separate Institutional Effectiveness Plan (IEP) for their distance education program. However, during the visit they integrated the distance education plan into their main IEP.

**H.10** Is the delivery method appropriate for students and the curriculum?

☒ Yes ☐ No

---

Questions to specific standards for AAC and Campus

**CAMPUS**

**H.07** - reviewed at AAC

**H.08** Does the institution integrate this plan into the Campus Effectiveness Plan?

☐ Yes ☐ No

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

**H.09** Does the campus employ faculty who possess the technical skills to teach in a distance education environment?

☐ Yes ☐ No ☐ NA, (distance education is delivered through a consortium agreement)

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

**H.10** - reviewed at AAC
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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

If distance education was approved by ACICS to be offered through a consortium agreement, respond to questions C.01 - C.06 at the bottom of this report.

**ADMISSIONS REQUIREMENTS AND ENROLLMENT**

(a) Institutions must identify the admission requirements of distance education courses/program/s.

(b) If an admissions test is required, it must be administered in a manner which verifies the student's identity. Institutions must make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program, how the student's privacy will be protected, and if the student will be assessed any additional charges associated with the verification of student identity.

(Effective July 1, 2010)

(c) Institutions must clearly and appropriately state any requirements the students must possess or have access to in order to access this mode of delivery.

(d) Institutions must provide an on-line orientation program to familiarize the student with the equipment, resources used in the distance education activities, and orient the student to the distance education learning process.

<table>
<thead>
<tr>
<th>H.11 Are admission requirements for distance education courses/programs identified by the institution?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Yes ☐ No ☐ NA, (no additional admissions requirements)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>H.12 If an admissions test is required, does the policy reference the manner in which it verifies the student’s identity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☒ No ☐ NA, (no admissions test required)</td>
</tr>
</tbody>
</table>

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

While an admissions test (Wonderlic, ACT, SAT) is required for students enrolling in the same program for residential students and for hybrid students, it is not required for solely online students. This is clearly stated in the catalog. However, the online registrar may require a student to complete a readiness offering. Per the institution’s catalog, the readiness offering “involves passing an assessment.” No evidence was presented indicating how a student’s identity would be verified if this became a requirement for admission.

<table>
<thead>
<tr>
<th>H.13 Does the policy make it clear in writing at the time of enrollment how the student’s identity will be verified throughout the course and program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☒ No ☐ NA</td>
</tr>
</tbody>
</table>

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

(Appendix H; Admissions Requirements and Enrollment)
### ACADEMIC ADMINISTRATIVE CENTER

(c): While the institution has a policy for all students regarding collection and use of personal information, this policy does not specifically address how the online students' identity will be verified throughout the course and program. The policy acknowledges students may be asked to 'voluntarily provide...personally identifiable information.' As an online student, providing information to confirm identity is not voluntary.

**H.14** Does the policy make it clear in writing at the time of enrollment how the student’s privacy will be protected in the identity verification process?

- [ ] Yes  
- [ ] No  

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

While the team did not see a specific policy regarding protection explaining how the students' privacy will be protected, they do have a procedure for this. The institution sends an email to all students taking online classes, providing them with a temporary password. Students are requested to change their password before beginning the online student preparation course.

**H.15** Does the policy make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity? Explain how and when this information is disclosed.

- [ ] Yes  
- [ ] No  

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

(Appendix H: Admissions Requirements and Enrollment)

(b)): When asked for this policy, the administration responded by written communication, "All charges and fees are explicitly listed in the catalog. There are no additional charges or fees associated with the verification of student identity." This statement assumes students will understand no extra fees are charged; however, per the Council standard of "make it clear in writing..." is not satisfied.

### CAMPUS

**H.14** Does the campus make it clear in writing at the time of enrollment how the student’s privacy will be protected in the identity verification process?

- [ ] Yes  
- [ ] No  

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

**H.15** Does the campus make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity? Explain how and when this information is disclosed.

- [ ] Yes  
- [ ] No  

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

**H.16** Do students confirm that the campus clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?

- [ ] Yes  
- [ ] No  

*If No, insert the section number in parentheses and explain:*
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td>H.17 - reviewed at AAC</td>
</tr>
<tr>
<td>H.17 Does the institution provide an on-line orientation program to familiarize the student with the equipment and resources used in the distance education activities?</td>
<td></td>
</tr>
<tr>
<td>☑ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
</tbody>
</table>

**CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY**

(a) The syllabi must show that the distance education course(s) has/have the educational learning objectives and outcomes consistent with the program objectives and the credential awarded. (See Glossary definition of Syllabus.)

(b) The course/program must demonstrate sufficient and appropriate interaction between faculty and students and among students (See Section 3-1-515(b)).

(c) Institutions must demonstrate to the Council that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. Credit award rationales for distance education delivery of courses or programs generally do not use the traditional lecture/laboratory/practicum formulas for credit calculations (See Section 3-1-515, Course and Program Measurement).

(d) Curriculum must be administered in a way that maintains security of access.

(e) Institutions must demonstrate that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The verification method, at the option of the institution, may include a secure login and pass code, proctored examinations, and other appropriate student authentication or verification technology. (Effective July 1, 2010)

| H.18 Do syllabi show that the distance education courses have educational learning objectives and outcomes that are consistent with the program objectives and the credential awarded? |
| ☑ Yes ☐ No |
| If No, insert the section number in parentheses and explain: |

| H.19 Does the course/program demonstrate sufficient and appropriate interaction between faculty and students and among students? |
| ☐ Yes ☑ No |
| If No, insert the section number in parentheses and explain: |

(Appendix H, Curriculum Content and Instruction and Delivery (b) and 3-1515 (b): During the visit the team was provided access to five distance education courses: College Mathematics, Managing Risk In Information Systems, Homeland Security, Accounting Principles II and Principles of Building Construction Management. Three of these classes had a discussion board component. The following was observed by the team: In College Mathematics, in the first week's discussion, 58 total student posts were made with no posts made by the instructor. There was no discussion requirement |
Criteria is in paragraph preceding questions.

**ACADEMIC ADMINISTRATIVE CENTER**

In week two. In week three, a total of 36 student postings were made and again no postings made by the faculty member. In this faculty member's weekly wrap-up announcement, she acknowledge and apologized for not participating in the discussions stating, "I'm sorry that I haven't participated in the Discussion Forums this past week. I've been very ill again. I'm hoping to be well soon and participate in Week 4." However, there are no discussions for week 4.

In Managing Risk In Information Systems, in the first week's discussion, there were 70 total posts, only three were made by the instructor. In the third week, a total of 72 posts were made, four of these were from the instructor.

In Homeland Security, in the first week, 39 total posts were made. Three of these were from the instructor.

The institution provided a report on each instructor's participation in the classroom. This report showed instructor's feedback to students on their assignments and in responses to questions for the professor. However, per the institution's policy for online instructor standards, faculty are expected to have "Active and frequent participation in each discussion forum thread." (The items in bold were not added by the team, this is how it appears in the online instructor standards.)

H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?

☑ Yes ☐ No

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

H.21 Is the curriculum developed in a way that maintains security of access?

☑ Yes ☐ No

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

H.22 Does the institution have an adequate student identity verification method?

☑ Yes ☐ No

Questions to specific standards for AAC and Campus

H.20 - reviewed at AAC

H.21 Is the curriculum administered in a way that maintains security of access?

☐ Yes ☐ No

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

H.22 - reviewed at AAC
## Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Describe the method used by the institution.

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

**FACULTY AND INSTRUCTIONAL SUPPORT**

(a) The institution must employ academically and experientially credentialed faculty to oversee the instruction, evaluation, and grading requirements of the distance education course/program.

(b) The faculty must be adequately trained to instruct in a distance education environment.

(c) The faculty must be supported with the appropriate educational resources and technology to instruct using this method of delivery.

(d) Institutions must provide evidence that there is an appropriate number of faculty for the student population involved. Institutions must be able to justify their student-teacher ratio(s).

(e) The institution must have a faculty development plan on file that is appropriate for each individual. For further information, see Section 3-1-543.

<table>
<thead>
<tr>
<th>H.23</th>
<th>Does the institution have a policy regarding faculty hiring that would ensure they are academically and experientially credentialed to oversee the instruction, evaluation, and grading requirements of the distance education course/program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Yes ☐ No</td>
<td></td>
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</tbody>
</table>

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

The institution has a model program for assuring academically and experientially credentialed faculty are hired to oversee the instruction, evaluation, and grading requirements of the distance education course/program. All deans and associate deans must complete an online class, "Faculty Credentials," where they learn the academic preparation requirements for the institution. In the training one of the assignments is to analyze a faculty transcript to determine if the applicant is qualified to teach a course in a given field of study.

In addition to this training, ITT-Technical Institute provides forms for the deans to complete during an initial screening interview, first interview and second interview. The initial screening interview form is 5 pages and covers items such as: minimum requirements, work history, and cultural compatibility. The first interview guide is 17 pages and covers items such as, 'customer focus,' 'drive for results,' 'integrity and ethics,' and 'respect for others.' The second interview guide is also 17 pages and covers the same topics as interview one, but asks different questions. This process allows for the interview process to be valid, assuring the candidate is the best instructor for the job. The forms have specific questions to ask, and guidelines for how to
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

**Criteria is in paragraph preceding questions**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.24</td>
<td>Is there a policy addressing the need for faculty to be adequately trained to instruct in a distance education environment?</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain: H.25 - reviewed at campus level</td>
<td></td>
<td></td>
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<tr>
<th>Criterion</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.25</td>
<td>Are the faculty supported with the appropriate educational resources and technology to instruct using this method of delivery?</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain: H.26 - reviewed at campus level</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.26</td>
<td>Is there an appropriate number of faculty for the student population involved?</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain: H.27 - reviewed at campus level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.27</td>
<td>Is there evidence that appropriate faculty development plans have been developed on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>If No for missing plans and/or documentation, insert the section number in parentheses, list faculty names, and explain:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESOURCES AND EQUIPMENT**

(a) The institution must demonstrate that it has adequate financial resources to support the course/program.

(b) Instructional resources, equipment, and network connectivity, if applicable, must be readily available, accessible, and reliable.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.28</td>
<td>Does the institution have adequate financial resources to support the course/program?</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain: H.28 - reviewed at AAC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.29</td>
<td>Are the following, if applicable, readily available, accessible, and reliable?</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>(a) Instructional resources</td>
<td>H.29 - reviewed at AAC</td>
<td></td>
</tr>
</tbody>
</table>
### Criteria is in paragraph preceding questions

<table>
<thead>
<tr>
<th>ACADEMIC ADMINISTRATIVE CENTER</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Equipment</td>
<td>CAMPUS</td>
</tr>
<tr>
<td>(c) Network connectivity</td>
<td></td>
</tr>
<tr>
<td>If No for any item, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
</tbody>
</table>

### STUDENTS AND STUDENT SERVICES

(a) The institution must provide students with a knowledge base of technology utilization.

(b) The institution must provide student services such as counseling, academic advising, guidance, financial aid, and employment assistance for students enrolled in distance education courses/programs.

<table>
<thead>
<tr>
<th>H.30</th>
<th>Does the institution provide students with a knowledge base of technology utilization?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

If No, insert the section number in parentheses and explain:
### ACADEMIC ADMINISTRATIVE CENTER

**Criteria is in paragraph preceding questions and online presentations (if applicable).**

(c) The institution must document that it conducts course/program evaluations, including assessments of educational outcomes, student retention and placement, and student, faculty, and employer satisfaction (See Section 3-1-111).

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.32 Are requirements for successful course completion of distance education courses/programs similar to those of residential courses/programs?</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
<tr>
<td>H.33 Does assessment of student performance demonstrate outcomes for distance education courses/programs that are comparable to those of residential courses/programs?</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
</tbody>
</table>

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### CAMPUS

**Questions to specific standards for AAC and Campus**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>H.32 - reviewed at AAC</td>
<td></td>
</tr>
<tr>
<td>H.33 - reviewed at AAC</td>
<td></td>
</tr>
<tr>
<td>H.34 Does the institution document that it conducts the following:</td>
<td></td>
</tr>
<tr>
<td>(a) Course/program evaluations (including assessments of educational outcomes)</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>(b) Student retention and placement</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>(c) Student satisfaction</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>(d) Faculty satisfaction</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>(e) Employer satisfaction</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>If No for any item, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
</tbody>
</table>

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### PUBLICATIONS

(a) The institution must fully disclose what form(s) of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, number 22.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.35 Does the institution fully disclose what forms of instruction it uses in its master catalog and web site and, when appropriate, in its advertising and promotional material?</td>
<td></td>
</tr>
<tr>
<td>H.35 Does the campus fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material?</td>
<td></td>
</tr>
<tr>
<td>Criteria is in paragraph preceding questions</td>
<td>Questions to specific standards for AAC and Campus</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>ACADEMIC ADMINISTRATIVE CENTER</td>
<td>CAMPUS</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td>☐ Yes ☒ No</td>
</tr>
</tbody>
</table>

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

**ACADEMIC ADMINISTRATIVE CENTER**

**4. RELATIONS WITH STUDENTS**

3-1-400 - RELATIONS WITH STUDENTS

Each institution should strive to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations. Each institution also is required to develop a program of student services that is consistent with its stated mission, including services provided for students attending branch campuses and learning sites. Such services should support the educational program and reflect the institution's concern for the welfare of the student.

<table>
<thead>
<tr>
<th><strong>ALL PROGRAMS</strong></th>
<th><strong>ALL PROGRAMS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.01 - reviewed at campus level</td>
<td>4.01 How many student files were reviewed during the evaluation?</td>
</tr>
<tr>
<td>4.02 - reviewed at campus level</td>
<td>4.02 How does the institution ensure that its student relations reflect high ethical standards?</td>
</tr>
</tbody>
</table>

3-1-410 - ADMISSIONS AND RECRUITMENT

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

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

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

3-6-600 - ADMISSIONS

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

3-6-602. Evaluation of Applicants. Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to benefit from graduate study.

<table>
<thead>
<tr>
<th><strong>4.03</strong></th>
<th><strong>4.03</strong> Does the campus have appropriate admissions criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th><strong>4.04</strong></th>
<th><strong>4.04</strong> Does the campus contract with third parties for admissions and recruiting purposes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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ACCRREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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

ED00025777
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus

CAMPUS

If Yes, are these parties supervised by and familiar with the campus?

☐ Yes  ☐ No

If the parties are not supervised by and familiar with the campus, insert the section number in parentheses and explain:

4.05 - reviewed at campus level

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

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

3-1-411. Admissions. The admissions policy shall conform to the institution’s mission, shall be publicly stated, and shall be administered as written. The following minimums apply:

(a) The requirements for students admitted to programs leading to a certificate, diploma, or degree shall include graduation from high school or its equivalent, or demonstration of the ability to benefit from the training offered. Such ability-to-benefit determination shall include, at a minimum, the administration of a test approved by the U.S. Department of Education and academic and career advising.

(b) It is the responsibility of the institution to maintain student records which reflect the requirements for admission of all students.

(c) Institutions are not precluded from admitting, under different requirements, students who are beyond the age of compulsory school attendance or who may be otherwise specially circumstanced, such as:

(i) having financial sponsorship through contractual arrangements with public or private organizations;

(ii) having identifiable needs requiring remedial instruction as a supplement to the regular curriculums;

(iii) participating in innovative postsecondary programs specially described to ACICS; or

(iv) being enrolled in individual courses not leading to an academic credential.

3-6-604. Conformance to Institutional Objectives. Admissions procedures, transfer policies, and requirements for graduation shall be consistent with the overall philosophy and objectives of the institution.

4.06 Does the admissions policy conform to the institution’s mission?

☒ Yes  ☐ No

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

4.07 - reviewed at campus level

4.07 Is the admissions policy publicly stated?

☐ Yes  ☐ No

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

4.08 - reviewed at campus level

4.08 Is the admissions policy administered as written?
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

<table>
<thead>
<tr>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

3-1-412. Recruitment. Recruiting shall be ethical and compatible with the educational objectives of the institution. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the institution. The following minimums apply:

(a) An institution shall ensure that any person or entity engaged in admissions or recruitment activities on its behalf is communicating current and accurate information regarding courses and programs, services, tuition, terms, and operating policies.

(b) No prospective student names obtained as a result of a survey, canvass, promise of future employment or income while a student, or other marketing activity by an institution may be used for recruitment purposes unless the name of that institution is clearly identified and purposes of such activity are communicated to the respondent. This does not preclude the use of surveys or other studies to determine the employment needs and the educational desires of the local community.

<table>
<thead>
<tr>
<th>4.09 - reviewed at campus level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.10 - reviewed at campus level</th>
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</thead>
<tbody>
<tr>
<td>Describe the process for the recruitment of new students.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4.11 - reviewed at campus level</th>
</tr>
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<tbody>
<tr>
<td>Are these recruiting practices ethical and compatible with the educational objectives of the institution?</td>
</tr>
</tbody>
</table>

| (a) Courses and programs. |
| □ Yes □ No |
| (b) Services. |
| □ Yes □ No |
| (c) Tuition. |
| □ Yes □ No |
| (d) Terms. |
| □ Yes □ No |
| (e) Operating policies. |
| □ Yes □ No |

If No for any item, insert the section number in parentheses and explain:
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td><strong>4.12</strong> Does the institution 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?</td>
<td><strong>4.12</strong> Does the institution 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?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If Yes, is the name of the institution clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?</td>
<td>If Yes, is the name of the institution clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If No, there is no name of the institution or there is no evidence, insert the section number in parentheses, list student names, and explain:</td>
<td>If No, there is no name of the institution or there is no evidence, insert the section number in parentheses, list student names, and explain:</td>
</tr>
<tr>
<td>(c) An institution shall conform to the laws and regulations of each of the states in which it operates and shall ensure that each of its representatives is properly licensed or registered as required by the laws of that state.</td>
<td></td>
</tr>
<tr>
<td>(d) Representatives of an institution shall use only those titles which accurately reflect their actual duties and responsibilities. Recruitment and enrollment personnel may not be designated as counselors or advisors and may not make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement.</td>
<td></td>
</tr>
<tr>
<td>(e) Referrals are permitted, and the referrer may be paid a fee so long as the referrer provides full disclosure and does not misrepresent the purposes of soliciting a prospective referral and such payments do not violate state or federal laws.</td>
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</tr>
<tr>
<td>(f) All recruiters must be supervised by the institution's administration to ensure that their activities are in compliance with all applicable standards.</td>
<td></td>
</tr>
</tbody>
</table>

4.13 - reviewed at campus level

<table>
<thead>
<tr>
<th>4.13 Does the state in which the campus operates require representatives to be licensed or registered?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If Yes, is evidence of licensure or registration on file?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If No, (evidence of licensure or registration is not on file), insert the section number in parentheses, list student names, and explain:</td>
</tr>
</tbody>
</table>

4.14 - reviewed at campus level

<table>
<thead>
<tr>
<th>4.14 Are the titles of recruitment and enrollment personnel appropriate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

4.15 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

| □ Yes □ No |
| If No, insert the section number in parentheses and explain: |
| □ Yes □ No |
| If No, insert the section number in parentheses and explain: |
### ACADEMIC ADMINISTRATIVE CENTER

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.16 - reviewed at campus level</td>
<td>4.16 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?</td>
</tr>
</tbody>
</table>

**3-1-413. Transfer of Credit.** An institution shall evaluate and consider awarding proper academic credit for credits earned at institutions accredited by agencies recognized by the United States Department of Education. The institution shall establish and adhere to a systematic method for evaluating and awarding academic credit for those courses that satisfy current program course requirements. Written policies and procedures must clearly outline the process by which transfer of academic credit is awarded. The institution shall make public its policies on transfer of credit, including a statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution.

- **4.17** Does the institution have written policies and procedures for evaluating and accepting transfer of credit?  
  - Yes [ ]  
  - No [ ]  
  If No, insert the section number in parentheses and explain:

- **4.18** - reviewed at AAC
  
- **4.19** - reviewed at AAC

- **4.20** - reviewed at AAC

**FOR MASTER'S DEGREE PROGRAMS ONLY**

**3-6-603. Transfer of Credit.** Transfer of credit for appropriate master's-level course work from another institution may be granted according to the policy established by the institution. No more than one-half of the credits required for the master's degree may be transferred from another institution.

- **4.17** Does the institution publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?  
  - Yes [ ]  
  - No [ ]  
  If No, insert the section number in parentheses and explain:

- **4.18** Is there evidence that the campus properly awards transfer of credit?  
  - Yes [ ]  
  - No [ ]  
  - Not Applicable [ ]  
  If No, insert the section number in parentheses and explain:

- **4.19** Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?  
  - Yes [ ]  
  - No [ ]  
  If No, insert the section number in parentheses and explain:

- **4.20** Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?  
  - Yes [ ]  
  - No [ ]  
  If No, insert the section number in parentheses and explain:
FOR ALL PROGRAMS

3-1-420—STANDARDS OF SATISFACTORY PROGRESS

Each institution shall establish and administer measures of satisfactory academic progress for all students as referenced in Appendix D.

3-1-421. Compliance. The institution complies with the requirements of Appendix D.

3-1-422. Documenting Compliance. The institution documents compliance with its Satisfactory Academic Progress policy.

3-1-423. Oversight. The institution encourages and assists students who are experiencing difficulty in progressing satisfactorily in their programs.

APPENDIX D—Standards of Satisfactory Progress

An essential element in providing appropriate instruction and support services to students is monitoring their satisfactory academic progress (SAP). The Council requires all institutions to develop a policy of satisfactory academic progress that measures whether students are maintaining satisfactory academic progress in their educational program. The policy must contain all of the elements required by the Council and federal regulations. The Council expects institutions to publish those standards for students enrolled in the institution’s educational program(s). The Council also expects institutions to monitor whether a student meets the minimum qualitative and quantitative components of the standards.

The Council has determined that the institutional policy must include the following requirements, which are consistent with the regulations specified by the U.S. Department of Education for student eligibility for receiving Federal Title IV financial assistance.

Each of these requirements must be strictly observed:

1. The institution has written standards and a schedule of satisfactory academic progress for all students, which are published in the catalog and in appropriate institutional literature, and are consistently applied to all students.

2. The institution strictly adheres to its published standards of satisfactory academic progress and notifies students when satisfactory academic progress is not being made.

3. The standards of satisfactory academic progress provide for minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.

4. The policy defines a maximum time frame, not to exceed 150% of the normal program length, as defined by the institution, for all programs, in which the educational objective must be successfully completed (e.g., number of academic years, credit hours attempted, clock hours completed, months/weeks, terms or modules, etc. as appropriate), as opposed to simply setting a time limit on eligibility for Title IV financial aid.

5. The institution has provisions for an evaluation point at least by the end of each academic year (or at 50% of the normal program length if the program is one academic year or less) that determine whether the student has met the qualitative and quantitative components of the standards.

6. The institution has provisions for utilizing and publishing a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each increment to complete the educational program within the maximum time frame.

7. The institution has provisions for determining at the end of each increment whether the student has met the qualitative and quantitative components of the standards. The qualitative and quantitative standards must be cumulative and must include all periods of the student’s enrollment regardless of whether or not the student receives federal financial aid.

8. The institution's policies define the effect on satisfactory academic progress of course withdrawals, incomplete grades, repeated courses, and non-punitive grades. The institution's policies define the effect of non-credit or remedial courses on satisfactory academic progress.

9. The institution may allow a student to have a probation period for a specified period of time. The institution should state whether the student will remain eligible for federal financial aid during the probation period.

10. The institution has provisions for an evaluation at the end of the second academic year and at the end of each subsequent academic year(s) where the student must have a minimum cumulative grade point average (CGPA) of 2.0 on a scale of 4.0, or its equivalent, or has academic standing consistent with the institution’s requirements for graduation. A student receiving federal financial aid who does not meet the CGPA standards at the end of the second year will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed, unless the student wishes to continue without being eligible for federal financial aid. However, a student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances (i.e., death in the family, sickness of the student, etc.).

11. The institution must have an appeal process for students who do not meet the requirements of the institution’s satisfactory academic progress policy. When an institution grants a student’s appeal for mitigating circumstances, the student will be placed on a specified period of probation and will be considered making satisfactory academic progress during that period.

If a student is not making satisfactory academic progress, the institution may place the student in an extended enrollment status. A student placed in an extended enrollment status is not eligible for federal financial aid. However, all credits attempted count toward the 150% of the normal program length even if the student is on extended enrollment. Grades may be replaced if that is the institution's written policy. At the discretion of the institution, a student with an approved appeal who exceeds one and one-half times the standard time frame as defined by the institution either as a regular student or in an extended enrollment status may
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

receive the original academic credential for which he or she enrolled, provided that there are no additional financial obligations to the student.

12. The institution must have clearly defined procedures for re-establishing satisfactory academic progress.

13. The institution has rules for students who change programs, as well as for students who seek to earn additional credentials. For instance, an institution may have a policy that for a student who changes programs it will include in the determination of a student's satisfactory academic progress standing the credits attempted and grades earned that count toward the student's new program of study. Such a policy must be part of the institution's written policy.

14. The institution must have a policy that addresses the implications of transfer of credit on satisfactory academic progress.

15. The institution has provisions that the student must have a minimum CGPA of 2.0, C, or its equivalent upon graduation from all programs.

4.21 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 listed on pages 137-142 of the institution's catalog.

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

4.22 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

4.21 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?

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

4.22 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
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Repeated courses.
- Yes [x] No

Non-punitive grades.
- Yes [x] No [☐] Not Applicable (institution does not offer)

Non-credit or remedial courses.
- Yes [x] No [☐] Not Applicable (institution does not offer)

A probationary period.
- Yes [x] No

An appeal process.
- Yes [x] No

An extended-enrollment status.
- Yes [x] No [☐] Not Applicable (institution does not offer)

The effect when a student changes programs.
- Yes [x] No [☐] Not Applicable (institution only offers one program of study)

The effect when a student seeks to earn an additional credential.
- Yes [x] No [☐] Not Applicable (institution only offers one credential)

The implications of transfer credit.
- Yes [x] No

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

(Section 3-1-420 and Appendix D) The institution's satisfactory academic progress policy does not include the effects on course completion percentage or cumulative grade point average of non-punitive grades, non-credit or remedial courses, or the effect of earning an additional credential. Although pieces of this information is referenced in various areas within the catalog, it is incomplete and is not included within the satisfactory academic progress policy.

4.23 - reviewed at campus level

**CAMPUS**

Questions to specific standards for AAC and Campus

Repeated courses.
- Yes [☐] No

Non-punitive grades.
- Yes [☐] No [☐] Not Applicable (institution does not offer)

Non-credit or remedial courses.
- Yes [☐] No [☐] Not Applicable (institution does not offer)

A probationary period.
- Yes [☐] No

An appeal process.
- Yes [☐] No

An extended-enrollment status.
- Yes [☐] No [☐] Not Applicable (institution does not offer)

The effect when a student changes programs.
- Yes [☐] No [☐] Not Applicable (institution only offers one program of study)

The effect when a student seeks to earn an additional credential.
- Yes [☐] No [☐] Not Applicable (institution only offers one credential)

The implications of transfer credit.
- Yes [☐] No

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

4.23 Does the campus apply its SAP standards consistently to all students?
- Yes [☐] No

If No, insert the section number in parentheses, list student
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC ADMINISTRATIVE CENTER</td>
<td>names, and explain:</td>
</tr>
<tr>
<td>4.24 - reviewed at campus level</td>
<td>4.24 Are students who are not making satisfactory</td>
</tr>
<tr>
<td></td>
<td>academic progress properly notified?</td>
</tr>
<tr>
<td></td>
<td>□ Yes □ No □ Not Applicable (no students are</td>
</tr>
<tr>
<td></td>
<td>in violation of SAP)</td>
</tr>
<tr>
<td></td>
<td>If No, insert the section number in parentheses, list student</td>
</tr>
<tr>
<td></td>
<td>names, and explain:</td>
</tr>
<tr>
<td>4.25 - reviewed at campus level</td>
<td>4.25 Is SAP evaluated at the end of each academic year or</td>
</tr>
<tr>
<td></td>
<td>at 50% of the normal program length if the program is</td>
</tr>
<tr>
<td></td>
<td>one academic year in length or shorter?</td>
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<tr>
<td></td>
<td>□ Yes □ No</td>
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<td></td>
<td>If No, insert the section number in parentheses, list student</td>
</tr>
<tr>
<td></td>
<td>names, and explain:</td>
</tr>
<tr>
<td>4.26 - reviewed at campus level</td>
<td>4.26 Is SAP evaluated at the end of the second academic</td>
</tr>
<tr>
<td></td>
<td>year and at the end of each subsequent academic year</td>
</tr>
<tr>
<td></td>
<td>where students must have a minimum CGPA of 2.0</td>
</tr>
<tr>
<td></td>
<td>on a scale of 4.0 or its equivalent?</td>
</tr>
<tr>
<td></td>
<td>□ Yes □ No □ Not Applicable (all programs</td>
</tr>
<tr>
<td></td>
<td>are one year or less)</td>
</tr>
<tr>
<td></td>
<td>If No, insert the section number in parentheses, list student</td>
</tr>
<tr>
<td></td>
<td>names, and explain:</td>
</tr>
<tr>
<td>4.27 - reviewed at campus level</td>
<td>4.27 Are students who are not making satisfactory</td>
</tr>
<tr>
<td></td>
<td>academic progress at the end of the second year</td>
</tr>
<tr>
<td></td>
<td>dismissed?</td>
</tr>
<tr>
<td></td>
<td>□ Yes □ No □ Not Applicable (all programs</td>
</tr>
<tr>
<td></td>
<td>are less than two years)</td>
</tr>
<tr>
<td></td>
<td>If No, insert the section number in parentheses, list student</td>
</tr>
<tr>
<td></td>
<td>names, and explain:</td>
</tr>
<tr>
<td>4.28 - reviewed at campus level</td>
<td>4.28 Are qualitative and quantitative components</td>
</tr>
<tr>
<td></td>
<td>evaluated cumulatively for all periods of a student’s</td>
</tr>
<tr>
<td></td>
<td>enrollment?</td>
</tr>
<tr>
<td></td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td></td>
<td>If No, insert the section number in parentheses, list student</td>
</tr>
<tr>
<td></td>
<td>names, and explain:</td>
</tr>
</tbody>
</table>
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

4.29 - reviewed at campus level

4.30 - reviewed at campus level

4.31 - reviewed at campus level

4.32 - reviewed at campus level

4.33 - reviewed at campus level

Questions to specific standards for AAC and Campus CAMPUS

4.29 Are students allowed to remain on financial aid during the probationary period?

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

If Yes, is the student informed of this policy?

☐ Yes ☐ No

If No (the student is not informed), insert the section number in parentheses, list student names, and explain:

4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?

☐ Yes ☐ No

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

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

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

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

☐ Yes ☐ No ☐ Not Applicable (institution does not have extended enrollment)

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

4.33 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)

If No, insert the section number in parentheses, list student names, and explain:
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC ADMINISTRATIVE CENTER</td>
<td>CAMPUS names, and explain:</td>
</tr>
<tr>
<td>4.34 - reviewed at campus level</td>
<td>4.34 Are students required to have a minimum CGPA of</td>
</tr>
<tr>
<td></td>
<td>2.0 or its equivalent upon graduation from all</td>
</tr>
<tr>
<td></td>
<td>programs? □ Yes □ No</td>
</tr>
<tr>
<td></td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>4.35 - reviewed at campus level</td>
<td>4.35 Who is responsible for the administration of</td>
</tr>
<tr>
<td></td>
<td>satisfactory academic progress, and what are this</td>
</tr>
<tr>
<td></td>
<td>person’s qualifications?</td>
</tr>
<tr>
<td>4.36 - reviewed at campus level</td>
<td>4.36 Does the institution encourage and assist students</td>
</tr>
<tr>
<td></td>
<td>who are experiencing difficulty in progressing</td>
</tr>
<tr>
<td></td>
<td>satisfactorily in their programs? □ Yes □ No</td>
</tr>
<tr>
<td></td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

3-1-430 -TUITION AND FEES

3-1-431. Institutionally Financed Grants, Scholarships and Loans. The Council recognizes that most accredited institutions offer or administer grants, scholarships and loans for students. Institutions must meet appropriate guidelines for such programs in order to ensure their legitimacy. Participation in ethical institutional grant (See Appendix E, "Guidelines for Institutionally Funded Student Aid"), institutional loan, and scholarship programs requires adherence to the following:

(a) In addition to administering federal or state student aid programs, institutions may offer the following types of student financial aid:

(i) Grants funded by the institution and awarded to all students within a qualifying category or to all students who demonstrate a need in accordance with published standards;

(ii) Scholarships funded by the institution or a third-party and administered by the institution to provide aid to students who demonstrate academic achievement in accordance with published standards;

(iii) Loans funded by the institution and available equally to all students.

4.37 Does the institution finance any of the following? (Mark all that apply.)

(a) Scholarships.

(b) Grants.

(c) Loans.

(d) The institution does not offer scholarships, grants, and/or loans. (Skip to Question 4.39.)

If Yes for any item, does the institution properly identify all scholarship, grant, and loan programs? □ Yes □ No

If No (the institution does not properly classify these programs), insert the section number in parentheses

4.37 is reviewed at the institution level
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

**and explain:**

| (b) Institutionally financed or administered grants, scholarships and loans must be described in the current catalog with a description of the criteria for the award, the application procedures and deadlines, and amounts that may be awarded. All information must avoid false, misleading or exaggerated statements. | **Questions to specific standards for AAC and Campus CAMPUS**

| (c) Institutionally financed loans may vary in amount depending on the student's need. The terms and conditions for loans, including forbearance and repayment, must be described in the current catalog. All institutionally financed loans must be collected in accordance with sound and aggressive business practices for the collection of student loans. Institutions must counsel students concerning their loan repayment obligations. |

| 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog? |

| ☒ Yes ☐ No ☐ Not Applicable (institution offers loans only) |

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

The team notes that the non-institutional Champagne Scholarship is incorrectly identified in the institutional catalog. During the visit it was disclosed that although this scholarship is funded by a foundation, it is only available to ITT students and therefore should be identified as an institutional scholarship. | 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog? |

| ☐ Yes ☒ No ☐ Not Applicable (institution offers loans only) |

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

---

### 3-1-432. Tuition and Charges.

Institutions may charge varying amounts of tuition and fees for different programs. All charges should be consistent for students enrolling at the same time and in the same programs, however, and detailed financial records should indicate at all times the financial obligation of the student to the institution. The following are minimum expectations:

(a) The tuition and other charges, including the period for which the student is financially obligated, shall be clearly stated in the catalog of the institution. The existence of any separate or comparable publication containing tuition rates must be referenced specifically in the catalog. The schedule of charges must be uniformly administered to all categories of students.

| 4.39 - reviewed at campus level |

| 4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees? |

| ☐ Yes ☒ No |

| If No, insert the section number in parentheses, list student names, and explain: |

(b) The financial records of the students shall clearly show the charges and dates for the posting of tuition, fees, and other charges; the payments and dates of payment; and the balance after each transaction.

| 4.40 - reviewed at campus level |

| 4.40 Do the financial records of students clearly show the following? |

| (a) Charges, |

| ☒ Yes ☐ No |

| (b) Dates for the posting of tuition, |

<p>| ☒ Yes ☐ No |</p>
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
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</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>(c) Fees.</td>
<td>(c) The enrollment agreement or catalog used by an institution must clearly outline the financial obligations of both the institution and the student. When an enrollment agreement is used, the student must receive a copy.</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>4.41 - reviewed at campus level</td>
</tr>
<tr>
<td>(d) Other charges.</td>
<td>4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog?</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>(e) Payments.</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>Yes ☐ No ☐</td>
<td>If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?</td>
</tr>
<tr>
<td>(f) Dates of payment.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td>If No, insert the section number in parentheses, list student names, and explain:</td>
</tr>
<tr>
<td>(g) The balance after each transaction.</td>
<td>4.42 - reviewed at campus level</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td>4.42 Is the effective date listed on announcements of changes in tuition and fees?</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)</td>
</tr>
<tr>
<td>If No for any item, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>(d) Announcements of changes in tuition or fees must state the effective date of the change and be uniformly administered.</td>
<td>3-1-433. Refund Policy. The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the institution’s catalog. Specific federal or state policies may apply.</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td>4.43 Is the institution’s refund policy published in the master catalog?</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td>4.43 Is the institution’s refund policy published in the campus catalog?</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No ☐ Not Applicable (institution has not changed tuition or fees)</td>
</tr>
</tbody>
</table>
3-1-434. Administration of Student Financial Aid. Participation in state or federal student financial aid programs requires serious administrative responsibility. The Council expects all institutions participating in such programs to be knowledgeable of and in compliance with applicable laws and regulations. The following requirements govern how such activities are evaluated by ACICS:

(a) An institution participating in student financial aid programs shall designate at least one competent person at the site to administer student financial aid. The extent of this activity and the personnel needed shall be governed by the size and classification of the institution. The person who determines the amount of student awards cannot be responsible for disbursing those awards.

Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

☑ Yes ☐ No

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

4.44 Is the refund policy fair, equitable, and applicable to all students?

☐ Yes ☐ No

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

4.45 - reviewed at campus level

4.46 - reviewed at campus level

4.47 - reviewed at campus level

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

☐ Yes ☐ No

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

(b) The person or persons assigned to administer student financial aid programs must in all cases be a part of the administration. Administrative personnel involved in student recruitment as their major activity shall not have the final decision-making authority in the approval or awarding of student financial aid.

Questions to specific standards for AAC and Campus

**CAMPUS**

☐ Yes ☐ No

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

4.44 Is the refund policy fair, equitable, and applicable to all students?

☐ Yes ☐ No

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

4.45 Is the campus following its stated refund policy?

☐ Yes ☐ No

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

4.46 Does the campus offer financial aid?

☐ Yes ☐ No (Skip to Question 4.53.)

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

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

☐ Yes ☐ No

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

(b) The person or persons assigned to administer student financial aid programs must in all cases be a part of the administration. Administrative personnel involved in student recruitment as their major activity shall not have the final decision-making authority in the approval or awarding of student financial aid.

4.49 - reviewed at campus level

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

☐ Yes ☐ No

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

(c) There shall be professional awareness on the part of the financial aid administrator as shown by membership and participation in state, regional, or national financial aid associations and by other educational activities designed to keep the administrator up to date on procedures and changes in the field.
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

4.50 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

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

4.51 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 policy and regulation changes by holding a variety of memberships in the National Association of Student Financial Aid Administrators (NASFAA) and its "Today's News" daily electronic newsletter, by actively participating in ifap daily communications, through communications with various state and federal regulators, and through a variety of professional development activities such as presentations by the Association of Private Sector Colleges and Universities (APSCU), the Department of Education's Private Career Colleges & Schools (PCCS), and Federal Student Aid (FSA) on the web.

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

☐ Yes  □ No

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

**Questions to specific standards for AAC and Campus**

4.50 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

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

4.51 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).

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

☐ Yes  □ No

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

---

3-1-435. Cash Discounts. Any institution providing discounts for cash received in advance of the normal payment schedule must have a written policy. That policy must be provided in writing to all student applicants prior to enrollment.

The institution must demonstrate that the policy:

(a) is available to all students at the institution; and

(b) bases the size of the discount on the financial benefit the institution receives from the payment of cash earlier than otherwise would be required under the institution's normal tuition payment schedule or applicable retail installment contract.

4.53 Does the institution provide discounts for cash received in advance of the normal payment schedule?

☐ Yes  ☑ No (Skip to Question 4.54.)

If Yes, is there evidence that the institution provides a copy of the written policy to all student applicants prior to enrollment?

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

☐ Yes  □ No (Skip to Question 4.54.)

If Yes, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?

☐ Yes  □ No
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

☑ Yes ☐ No

If No (there is no such evidence), insert the section number in parentheses and explain:

If Yes, is the size of the discount based on the financial benefit that the institution receives from the payment of cash earlier than would be required under the normal tuition payment schedule?

☑ Yes ☐ No ☐ Not Applicable

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

Questions to specific standards for AAC and Campus CAMPUS

If No (there is no such evidence), insert the section number in parentheses and explain:

If Yes, is the size of the discount based on the financial benefit that the institution receives from the payment of cash earlier than would be required under the normal tuition payment schedule?

☑ Yes ☐ No ☐ Not Applicable

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

3-1-400—STUDENT SERVICES

3-1-441. Counseling and Guidance. Each institution shall designate at least one person on staff experienced in counseling students on personal or academic problems and employment opportunities. The extent of such activity, and the personnel assigned to it, shall be determined by the size, classification, and admissions standards of the institution, the characteristics and location of students, and the means of communication with them. Orientation activities shall assist new students in adapting to the institution. The following are minimum expectations:

(a) A system of educational, occupational, and personal advising shall be available to students and shall be provided on a periodic basis to ability-to-benefit students enrolled pursuant to Section 3-1-303(b).

(b) Institutions shall emphasize retention and program completion for all students through activities that take into account their academic and socioeconomic characteristics.

(c) Institutions shall provide employment assistance and document activity. An institution shall not guarantee employment or the starting salary of its graduates. Follow-up studies on graduates and employer satisfaction shall be conducted by all institutions at specific measuring points following placement of the graduate. All institutions that use placement percentages or salary projections as part of their recruiting activities shall maintain data on all graduates, including the percentage receiving jobs and the percentage receiving jobs in the career field for which they were trained. Institutions also should keep data on students who do not graduate but who become employed on their own or with the institution's assistance.

An institution is encouraged to provide placement assistance, when requested, to graduates of other ACICS-accredited institutions who are relocating to a new community.

(d) Institutions shall document that students are counseled concerning their student loan repayment obligations.

4.54 Is there a policy regarding student services offered by the campus' such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

☑ Yes ☐ No

4.55 Does the policy include follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the institution's graduates?

☑ Yes ☐ No

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

mis-placed question

4.56 - reviewed at campus level
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
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<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>4.57 - reviewed at campus level</td>
<td>4.57 Does the institution offer employment assistance to all students?</td>
</tr>
<tr>
<td></td>
<td>□ Yes □ No □ Not Applicable (institution enrolls only international students on a student visa)</td>
</tr>
<tr>
<td></td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>4.58 Does the institution use placement percentages or salary projections as part of its recruiting activities?</td>
<td>4.58 Does the campus use placement percentages or salary projections as part of its recruiting activities?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If Yes, explain:</td>
<td>If Yes, explain:</td>
</tr>
<tr>
<td></td>
<td>If Yes, does the institution maintain the required data on its graduates and nongraduates?</td>
</tr>
<tr>
<td></td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If No (the institution does not maintain the required data), insert the section number in parentheses and explain:</td>
<td>If No (the campus does not maintain the required data), insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>4.59 Is the beginning enrollment on the most current Institutional Accountability Report (IAR) the same as the ending enrollment reported on the previous year’s IAR?</td>
<td>4.59 Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year’s CAR?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If No, insert “Section 3-1-303(a)” in parentheses and explain:</td>
<td>If No, insert “Section 3-1-303(a)” in parentheses and explain:</td>
</tr>
<tr>
<td>The institution is not required to report this information as this is their first year of operating in this capacity.</td>
<td></td>
</tr>
<tr>
<td>4.60 Was the team able to verify the retention rate for the institution and for each program as reported on the Institutional Accountability Report (IAR) last submitted to the Council?</td>
<td>4.60 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?</td>
</tr>
<tr>
<td>□ Yes □ No □ Not Applicable</td>
<td>□ Yes □ No □ Not Applicable</td>
</tr>
<tr>
<td>If No, insert “Section 3-1-303(a)” in parentheses and explain:</td>
<td>If No, insert “Section 3-1-303(a)” in parentheses and explain:</td>
</tr>
<tr>
<td>4.61 - reviewed at campus level</td>
<td>4.61 Are students who receive financial aid counseled concerning their student loan repayment obligations?</td>
</tr>
<tr>
<td></td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td></td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td><strong>Criteria is in paragraph preceding questions</strong></td>
<td><strong>Questions to specific standards for AAC and Campus</strong></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>4.62 Describe the process the institution utilizes to ensure that students are counseled concerning their student loan repayment obligations.</td>
<td>4.62 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.</td>
</tr>
<tr>
<td>This process begins as the student initiates the enrollment process, where he/she is required to complete a loan entrance interview prior to completing the financial aid packaging process. This information is reinforced the third week of the student's first quarter of training, where they are required to view a video and complete a test to support completion of this process. The loan exit process commences once a student is no longer in attendance. The IRIS database system self-populates communications to inactive students based upon their last date of attendance. This process is managed at the corporate office who utilizes a third party servicer. When possible, campuses will meet in person with inactive students. The team viewed a variety of reports supporting this process, which is managed on a weekly basis.</td>
<td></td>
</tr>
</tbody>
</table>

3-1-442. Extracurricular Activities. Institutions which sponsor or conduct programs of extracurricular activities shall base such programs on well-defined purposes. These programs shall be designed primarily to serve the educational needs of the students, and the institution shall provide guidance and supervision for them.

4.63 - reviewed at campus level

**MASTER'S DEGREE PROGRAMS ONLY**

3-6-600 - ADMISSIONS

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

3-6-602. Evaluation of Applicants. Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to benefit from graduate study.

4.64 - reviewed at campus level

**GENERAL COMMENTS:**

4.63 Describe the extracurricular activities of the institution (if applicable).

<table>
<thead>
<tr>
<th><strong>MASTER'S DEGREE PROGRAMS ONLY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.64 Do all students enrolled in master's degree programs possess a bachelor's degree?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

If No. insert the section number in parentheses, list student names, and explain:

**GENERAL COMMENTS:**
REPORT QUESTIONS

Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

5. EDUCATIONAL ACTIVITIES

3-1-520—CREDENTIALS CONFERRED

3-1-521. Conferring of Credentials. The conferring of certificates, diplomas, or degrees by an institution shall be consistent with its mission and objectives and in compliance with applicable state laws.

3-3-100—STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.

3-4-100—STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.

3-5-100—STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the bachelor's degree.

3-6-200—STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the master's degree.

FOR ALL PROGRAMS

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

X Yes □ No

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

5-1-500. Educational Activities:

The faculty shall have a clear responsibility, distinct from that of developing institutional policy, to participate in administering and implementing policy, especially as it pertains to academic affairs. The institution shall adopt and publish a policy on the responsibility and authority of faculty in matters of academic governance. At a minimum, the policy should address the role of faculty in development of the educational program of the institution; selection of course materials; instructional equipment and other educational resources; systematic evaluation and revision of the curriculum; assessment of student learning outcomes; and planning for institutional effectiveness.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to

(a) which programs hold specialized or programmatic accreditation;
(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located; for on-line programs, this information must be provided for all states from which the institution enrolls students; and
(c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.
### Criteria is in paragraph preceding questions

#### ACADEMIC ADMINISTRATIVE CENTER

**3-1-511. Program Administration.** The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

<table>
<thead>
<tr>
<th>Question</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.02</td>
<td>Who is assigned to oversee the educational activities of all programs at the institution, and what are this person's qualifications?</td>
</tr>
<tr>
<td>Dr. Michael Linzmaier, ITT Senior Vice President and Chief Academic Officer, oversees the educational activities of all academic programs at the corporate offices. Dr. Linzmaier has an earned Ph. D. and has been working with ITT since 1999. He has served as a Campus Dean (3.0 yrs), a Campus Director (4+ yrs), a District Manager (1+ yrs), and a Corporate Officer (3 yrs).</td>
<td></td>
</tr>
<tr>
<td>5.03</td>
<td>Does this person have appropriate academic or experiential qualifications?</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.04</td>
<td>Does institution make provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs?</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

If there are no provisions made, insert the section number in parentheses and explain:

<table>
<thead>
<tr>
<th>Question</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.05</td>
<td>Is the time devoted to the administration of the educational programs sufficient?</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.06</td>
<td>Is there a published policy on the responsibility and authority of faculty in academic governance?</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.07</td>
<td>Does the policy, at a minimum, address the role of the faculty in the following areas?</td>
</tr>
<tr>
<td>(a) Development of the educational program.</td>
<td></td>
</tr>
</tbody>
</table>
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

X Yes  □ No

(b) Selection of course materials, instructional equipment and other educational resources.
   X Yes  □ No

(c) Systematic evaluation and revision of the curriculum.
   X Yes  □ No

(d) Assessment of student learning outcomes.
   X Yes  □ No

(e) Planning for institutional effectiveness.
   X Yes  □ No

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

5.08 - reviewed at campus level

Questions to specific standards for AAC and Campus CAMPUS

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
   □ Yes  □ No

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

5.09 Does the campus have any programs that carry specialized or programmatic accreditation?
   X Yes  □ No (Skip to question 5.10)

If Yes, does the campus:

Obtain 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?
   X Yes  □ No □ Not Applicable (there is no such requirement by the state)

Notify students as to:

Which programs hold specialized or programmatic accreditation?
   X Yes  □ No

Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located?
   X Yes  □ No

Any other requirements that are generally required for employment?
   □ Yes  □ No

Any other requirements that are generally required for employment?
3-1-500-Educational Activities

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

5.10 Are the educational programs consistent with the institution's mission and the needs of its students?

X Yes □ No

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

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

X Yes □ No

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

5.12 What provisions are made for individual differences among students?

For example, ITT has disclosed policies for student transfer of earned credit from another accredited institution; testing out of a course; different modalities in which to enroll in course (e.g., campus classrooms, on-line, & directed study); in some programs students can choose between earning credit through externships or a choice of regular courses; and offers courses at different time frames on campus.

If None, insert the section number in parentheses and explain:

3-1-514. Program Evaluation. The faculty shall participate in a systematic process of continuous curriculum evaluation and revision. Institutions are encouraged to consider curriculum changes designed to serve students' needs that may be determined by community surveys or other fact-finding procedures relating to educational or employer needs.
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

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

The faculty are encouraged to evaluate, revise, and make changes to the curriculum through participating in the various ITT curriculum committees. Faculty make suggestions to their supervisors and peers on the ITT curriculum committee, who then travel to corporate at least once a year at which time, those suggestions are brought forth and discussed by the ITT curriculum committee, whose membership consists of representatives from the 13 districts of ITT, as well as designated members from the corporate staff. Thus, the faculty members' suggestions have the opportunity to get approval through the implementation of the ITT curriculum committee policies and procedures. ITT also has a Faculty Collaboration Portal where faculty can communicate directly with corporate staff or they can simply post their observations or suggestions onto a designated faculty posting area, which is available and open to all faculty at ITT, but actually done through the Faculty Collaboration Portal. The faculty can also access the curriculum database which contains curriculum courseware and version content for syllabi/course content and a quarterly updated textbook list. ITT has a policy where a faculty member can add up to 20% additional course content to the already prescribed course syllabus and outcomes (these cannot be changed). ITT has a detailed formal published policy for "Outlining the Procedures for Proposing Curriculum Corrections or Changes" (CUR 2.0). National Curriculum Committee meeting minutes were observed and reviewed.

Questions to specific standards for AAC and Campus

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

5.14 - reviewed at campus level

5.14 Does the faculty participate in this process?

☐ Yes  ☐ No

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

3-1-516. Course and Program Measurement. The Council recognizes that institutions must provide for their students a learning environment in which achievement is encouraged. It further recognizes the legitimacy of both traditional (e.g., lecture/laboratory/practicum) and nontraditional (e.g., distance education or independent study) educational delivery methods. A framework for transfer of credit and consistent application of academic credit awards should apply to all of these varied forms of educational delivery.

Institutions, therefore, must demonstrate knowledge of appropriate academic course and program measurement and correct application of the measurement.

(a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas:

(i) One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is: (hours of lecture/10) + (hours of lab/20) + (hours of practicum/30); or

(ii) One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of practicum. The formula for calculating the number of semester credit hours for each course is: (hours of lecture/15) + (hours of lab/30) + (hours of practicum/45).

Many courses are a combination of lecture, lab, and practicum. Therefore, the institution should be very careful in allocating the number of hours of each in a particular course.

The definition of a "clock (contact) hour" states that the minimum instructional time is 50 minutes of supervised or directed instruction and appropriate break(s).
3-1-517. Course Scheduling. Courses must be scheduled in such a way as to be educationally appropriate for the academic background of the students served, the type of the coursework involved, and the method of educational delivery. The Council will review the number of minutes of instruction provided, the appropriateness of the length of the breaks between classes, the number of classroom hours per week, the expectation of outside preparation, and the educational needs of the students.
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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

- [ ] Yes
- [ ] No
- [ ] NA, responsibility at campus

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

### Questions to specific standards for AAC and Campus CAMPUS

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

- [ ] Yes
- [ ] No

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

### 3-1-530 - INSTRUCTION

3-1-531. Instructional Tools. Institutions shall:

(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;

(b) ensure academic freedom and other conditions favorable for effective classroom instruction;

(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program;

and

(d) comply with applicable copyright laws in the use of instructional materials

5.18 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 5.19)*

<table>
<thead>
<tr>
<th>Facilities</th>
<th>X Yes</th>
<th>[ ] No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional equipment</td>
<td>X Yes</td>
<td>[ ] No</td>
</tr>
<tr>
<td>Resources</td>
<td>X Yes</td>
<td>[ ] No</td>
</tr>
<tr>
<td>Personnel</td>
<td>X Yes</td>
<td>[ ] No</td>
</tr>
</tbody>
</table>

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

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

- [ ] Yes
- [ ] No

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

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the institution and types of programs?

- [ ] Yes
- [ ] No

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

5.18 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 5.19)*

<table>
<thead>
<tr>
<th>Facilities</th>
<th>X Yes</th>
<th>[ ] No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional equipment</td>
<td>X Yes</td>
<td>[ ] No</td>
</tr>
<tr>
<td>Resources</td>
<td>X Yes</td>
<td>[ ] No</td>
</tr>
<tr>
<td>Personnel</td>
<td>X Yes</td>
<td>[ ] No</td>
</tr>
</tbody>
</table>

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

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

- [ ] Yes
- [ ] No

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

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

- [ ] Yes
- [ ] No

If No, insert the section number in parentheses and explain:
## Criteria is in paragraph preceding questions

### ACADEMIC ADMINISTRATIVE CENTER

5.21 - reviewed at campus level

### Questions to specific standards for AAC and Campus

#### CAMPUS

5.21 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

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

---

### 3-1-540–FACULTY

#### 3-1-541–FACULTY PREPARATION

Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach. Faculty members shall be competent to teach the subject matter offered and shall have reasonable latitude in their choice of teaching methods. The institution must provide evidence that all faculty members are graduates of institutions accredited by agencies recognized by the United States Department of Education.

Faculty who are graduates from institutions outside the United States must be graduates of institutions recognized by their government and their transcript must be translated into English and be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States.

5.22 - reviewed at campus level

#### 3-1-542. Verification of Credentials.

Institutions must maintain official transcripts for credentials that qualify faculty members to teach their assigned courses and for those credentials that are listed in the catalog. All these credentials shall be on file in the administrative offices at the campus location nearest to where the faculty member is primarily employed. An official transcript is one sent from the registrar's office at the institution where study was completed directly to an employing institution. A transcript bearing the notation "issued to student" is not an official transcript for employment purposes.

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

- Yes  
- No

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

---

5.23 - reviewed at campus level

5.23 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)

If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:
### Criteria is in paragraph preceding questions

#### ACADEMIC ADMINISTRATION CENTER

3-1-543. **Faculty Development.** Institutions are required to establish faculty development plans including in-service and/or professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. For those faculty who are practitioners trained in content rather than teaching methodology, the plan should concentrate on curriculum concepts, new theories and techniques of instruction, and new educational media. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and/or professional growth based on the academic and experiential background of the faculty. (See Glossary for definitions of "in-service training", "professional growth", and "faculty development").

<table>
<thead>
<tr>
<th>5.24</th>
<th>Is there documented evidence of a systematic program of in-service training at the institution?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>If Yes, how is this documented?</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.25</th>
<th>Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>If Yes, how is this documented?</td>
</tr>
<tr>
<td>If No for missing plans, insert the section number in parentheses, list faculty names, and explain:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.26</th>
<th>Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No ☐ NA, responsibility is at campus</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

| 3-2-105. **Stability.** There shall be an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives. |

<table>
<thead>
<tr>
<th>5.27</th>
<th>Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

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

Questions to specific standards for AAC and Campus CAMPUS

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

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

3-3-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., medical assisting, business administration, information technology). Not more than five preparatory periods in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and/or related experience. The size of the faculty shall be appropriate to the total student enrollment.

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

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

3-4-302 & 3-5-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.

Instructors teaching general education shall hold a master's degree at a minimum and shall be assigned based on their major and minor academic preparation. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework in the area of their teaching discipline.

5.28 - reviewed at campus level

5.28 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:

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

3-3-201. Objectives. Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. Education Requirements. There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in general education or applied general education courses. The catalog must identify the courses that satisfy the general education requirements, and it must provide an explanation of the course numbering system.

The Council's expectations for general education and applied general education are outlined in the Glossary section.

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

☐ Yes  ☐ No

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

5.30 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?

5.30 - reviewed at AAC
3.4.202. Education Requirements. There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.

General education and academic subject offerings, as distinguished from the professional or vocational offerings of a collegiate institution, shall place emphasis on principles and theory and not on practical applications associated with a particular occupation or profession. General education courses give balance to the total program and must be appropriate for the program and the needs of the students. The Council's expectations for general education, humanities, mathematics and the sciences, and social sciences are outlined in the Glossary section.

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

X Yes ☐ No

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

5.32. 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?

X Yes ☐ No

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

3.4.302. Assignments. In addition to the bachelor's degree requirements outlined above, at least one-half of the courses, including those core courses common to nonacademic degree or nondegree programs, shall be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or bachelor's degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available.

5.33 - reviewed at campus level

5.33. 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?

X Yes ☐ No

If No, insert the section number in parentheses and explain:
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>program and must be appropriate for the program and the needs of the students. The Council's expectations for general education, humanities, mathematics and the sciences, and social sciences are outlined in the Glossary section.</td>
<td></td>
</tr>
<tr>
<td>5.34 Does the program include a minimum of 36</td>
<td>5.34 - reviewed at AAC</td>
</tr>
<tr>
<td>semester hours, 54 quarter hours, or their equivalent</td>
<td></td>
</tr>
<tr>
<td>in general education courses?</td>
<td></td>
</tr>
<tr>
<td>X Yes □ No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
<tr>
<td>5.35 Do the program’s general education courses meet</td>
<td>5.35 - reviewed at AAC</td>
</tr>
<tr>
<td>Council standards?</td>
<td></td>
</tr>
<tr>
<td>X Yes □ No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
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</tbody>
</table>

3.5-302. Assignments. In addition to the bachelor’s degree requirements outlined above, at least one-half of all lower-division courses and all upper-division courses, including those core courses common to nonacademic degree or nondegree programs, shall be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or bachelor’s degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available.

5.36 - reviewed at campus level

5.36 - reviewed at campus level

5.36 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

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

GENERAL COMMENTS:

GENERAL COMMENTS:
# REPORT QUESTIONS

## ACADEMIC ADMINISTRATIVE CENTER

### 6. EDUCATIONAL FACILITIES

#### 3-1-600 - 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 curricula, faculty, and students.

**3-1-601. Plant and Equipment.** The buildings, classrooms, equipment, furniture, grounds, instructional tools, support systems, instructional facilities, machinery, and other physical requirements of the educational program shall be appropriate and shall contribute to the achievement of the institution's objectives. Equipment, instructional tools, and machinery must be properly installed and maintained.

<table>
<thead>
<tr>
<th>Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>6.01 - reviewed at campus level</strong></td>
<td><strong>6.01</strong> 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 Indianapolis main campus of ITT Technical Institute is comprised of a 60,000 square foot two-story building. The facility includes classrooms, laboratories, and administrative offices. There is ample parking for students and faculty.</td>
</tr>
</tbody>
</table>
| **6.02 - reviewed at campus level** | **6.02** Does the campus utilize any additional space locations?  
☐ Yes ☑ No  
If Yes, list the name and address of each location. |
| **6.03 - reviewed at campus level** | **6.03** Does the campus utilize learning sites?  
☐ Yes ☑ No  
If Yes, list the name and address of each learning site and identify any administrative services offered at the site. |
| **6.04 - reviewed at campus level** | **6.04** Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?  
☑ Yes ☐ No  
If No, insert the section number in parentheses and explain: |
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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

(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:

**GENERAL COMMENTS:**

---

**ACICS DEI REEVALUATION OR BRANCH INCLUSION REPORT**

Pages 2409 of 3295
REPORT QUESTIONS

7. PUBLICATIONS

3-1-700—PUBLICATIONS

It is important for institutions to recognize the value of "truth in advertising" when promoting their 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 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.

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

The team reviewed the 2012 catalog – Volume 80.

7.02 Does the self-study accurately portray the institution?

☐ Yes ☐ No

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

3-1-701. Catalog. Each institution shall publish and provide to each enrolled student a catalog which complies with Appendix C, "Guidelines for Institutional Publications."

Excerpted from Appendix C

At a minimum, the catalog must contain the following items. Items 7, 8, and 16 (listing of faculty, academic calendar, and statement of tuition and fees) may be listed on a catalog supplement, provided that such supplement is printed, dated, and identified as part of the current catalog, and the catalog makes reference to the supplement. Thereafter, this supplement must be enclosed in each copy of the catalog.

1. A table of contents and/or an index.

2. An indication, on the front cover or on the title page, of the year or years for which the catalog is effective.

3. The names and titles of the administrators of the institution.

4. A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

5. If the institution is now accredited, a statement denoting this fact (see "Statement of Accreditation" in these Guidelines).

6. A statement of the mission of the institution.

7. A listing of the full-time faculty members, showing:

(a) academic credentials held;

(b) institutions awarding the credentials; and

(c) the area of teaching specialization.

8. An academic calendar (calendar of events) showing beginning and ending dates of terms, quarters, or semesters; holidays; registration dates, etc.

9. The full disclosure of the institution's admission requirements, policies, and procedures, including the basis for admissions, test requirements, advanced standing requirements, and experiential learning assessment requirements.

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
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

10. A statement of the curricula (programs) offered, including for each:

(a) a statement of the objective or purpose of the curriculum;

(b) an accurate and complete listing of the courses included in each curriculum, each with a unique identifying number and title;

(c) the credit or clock hours awarded for each subject;

(d) the total credits or clock hours required for satisfactory completion of the curriculum;

(e) requirements for certification, licensing, or registration in the program career field, as appropriate; and

(f) any additional or special requirements for completion (e.g., typing, shorthand).

11. A description of each course (subject) offered, including:

(a) identifying number;

(b) title;

(c) credit or clock hours awarded;

(d) a complete but concise description of the contents of the course; and

(e) prerequisites, if any.

12. An explanation of the grading or marking system (consistent with that appearing on the student transcript).

13. A definition of the unit of credit if credit hour, identify whether quarter or semester. (See Section 3-1-515 for additional information.)

14. An explanation of standards of satisfactory progress. (See Section 3-1-420 for additional information).

15. A description of the certificates, diplomas, and/or degrees awarded, together with a statement of the requirements to be met in each instance.

16. A statement of the tuition, fees, and all other regular and special charges.

17. A complete and accurate listing of all scholarships offered (see Section 3-1-431 of the Accreditation Criteria).

18. A statement of the institution's refund policy and formula relative to method of financial obligation. This policy must be clearly outlined and must comply with Sections 3-1-433 and 3-1-434, of the Accreditation Criteria.

19. A statement pertaining to the nature and extent of student services offered (e.g., counseling and placement).

20. A grievance procedure that includes the name and address of ACICS, unless the grievance procedure is published in a student handbook.

21. If the institution offers degrees, the catalog must include the following information:

(a) for occupational associate's degree programs, identification of courses that satisfy the general education requirement and an explanation of the course numbering system;

(b) for academic associate's degree programs, identification of courses that satisfy the general education and concentration requirements and an explanation of the course numbering system;

(c) for bachelor's degree programs, identification of upper-division courses and courses that satisfy the general education and concentration requirements and an explanation of the course numbering system; and

(d) for master's degree programs, an explanation of the course numbering system.

22. If the institution offers courses via distance education, the catalog must include the following information:

(a) a description of each mode of distance education delivery method used;

(b) the admission requirements for the courses or program(s) of study offered through distance education if different from the admission requirements for the residential programs;

(c) a description of tests used in determining access to distance education courses and programs, if applicable;

(d) a description of the resources and equipment the students must have to avail themselves of the instruction (including, computer requirements such as hardware and software, internet access, access to library/college for monitoring of examinations, etc.); and

(e) the special costs and fees associated specifically with distance education (e.g., platform access fees, on-line library access fees, purchase of books on-line).

7.03 Does the institution publish a catalog that is

7.03 Does the campus publish a catalog that is
### Criteria is in paragraph preceding questions

<table>
<thead>
<tr>
<th><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></th>
<th><strong>Questions to specific standards for AAC and Campus CAMPUS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately printed and bound and provided to all enrolled students?</td>
<td>Appropriately printed and bound and provided to all enrolled students?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

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

ITT Technical Institute's catalog is primarily available online. However, the institution did have bound copies available for the team during the evaluation.

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
<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>CAMPUS</td>
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<tr>
<td><strong>Criteria</strong></td>
<td><strong>Questions</strong></td>
</tr>
<tr>
<td>ACCELERATION CURRICULUM; ANY NECESSARY REQUIREMENTS FOR</td>
<td>CURRICULUM; ANY NECESSARY REQUIREMENTS FOR</td>
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<tr>
<td>CERTIFICATION, LICENSING, OR REGISTRATION NEEDED TO WORK IN THE</td>
<td>CERTIFICATION, LICENSING, OR REGISTRATION NEEDED TO</td>
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<tr>
<td>FIELD; AND ANY ADDITIONAL REQUIREMENTS THAT MUST BE MET TO</td>
<td>WORK IN THE FIELD; AND ANY ADDITIONAL REQUIREMENTS</td>
</tr>
<tr>
<td>COMPLETE THE CURRICULUM.</td>
<td>THAT MUST BE MET TO COMPLETE THE CURRICULUM.</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
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<tr>
<td>(k) A description of each course offered that includes the</td>
<td>(k) A description of each course offered that</td>
</tr>
<tr>
<td>identifying number, title, credit or clock hours awarded, a</td>
<td>includes the identifying number, title, credit or</td>
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<tr>
<td>concise description of the course contents, and any necessary</td>
<td>clock hours awarded, a concise description of the</td>
</tr>
<tr>
<td>prerequisites.</td>
<td>course contents, and any necessary prerequisites.</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
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<tr>
<td>(l) An explanation of the grading system that is consistent</td>
<td>(l) An explanation of the grading system that is</td>
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<td>with the one that appears on the student transcript.</td>
<td>consistent with the one that appears on the student</td>
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<tr>
<td>☒ Yes ☐ No</td>
<td>transcript.</td>
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<tr>
<td>(m) A definition of the unit of credit.</td>
<td>(m) A definition of the unit of credit.</td>
</tr>
<tr>
<td>☒ Yes ☐ No ☐ Not Applicable (the institution does not award</td>
<td>☐ Yes ☐ No ☐ Not Applicable (the institution does</td>
</tr>
<tr>
<td>credit)</td>
<td>not award credit)</td>
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<tr>
<td>(n) A complete explanation of the standards of satisfactory</td>
<td>(n) A complete explanation of the standards of</td>
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<tr>
<td>academic progress.</td>
<td>satisfactory academic progress.</td>
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<tr>
<td>☒ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>(o) A description of the certificates, diplomas, and/or</td>
<td>(o) A description of the certificates, diplomas,</td>
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<tr>
<td>degrees awarded along with a statement of the requirements</td>
<td>and/or degrees awarded along with a statement of the</td>
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<tr>
<td>necessary for completion of each.</td>
<td>requirements necessary for completion of each.</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>(p) The transfer of credit policy.</td>
<td>(p) The transfer of credit policy.</td>
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<tr>
<td>☒ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
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<tr>
<td>(q) A statement of the tuition, fees, and any other charges.</td>
<td>(q) A statement of the tuition, fees, and any other</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td>charges.</td>
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<tr>
<td>(r) A complete and accurate listing of all scholarships</td>
<td>(r) A complete and accurate listing of all scholarships</td>
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<tr>
<td>offered.</td>
<td>offered.</td>
</tr>
<tr>
<td>☒ Yes ☐ No ☐ Not Applicable (no scholarships offered)</td>
<td>☐ Yes ☐ No ☐ Not Applicable (no scholarships offered)</td>
</tr>
<tr>
<td>(s) The refund policy.</td>
<td>(s) The refund policy.</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>(t) A statement describing the student services offered.</td>
<td>(t) A statement describing the student services</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td>offered.</td>
</tr>
<tr>
<td>(u) A student grievance policy that includes the name and</td>
<td>(u) A student grievance policy that includes the</td>
</tr>
<tr>
<td>address of ACICS (may be in the student handbook instead of</td>
<td>name and address of ACICS (may be in the student</td>
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</table>
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable (initial applicants only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.05: Does the institution offer degree programs?</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.06: Does the institution offer courses and/or programs via distance education?</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
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</table>

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

<table>
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<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>7.05</td>
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<td>7.06</td>
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### Questions to specific standards for AAC and Campus CAMPUS

<table>
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<tr>
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<tbody>
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<td>7.05: Does the institution offer degree programs?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.06: Does the institution offer courses and/or programs via distance education?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

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

<table>
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<tr>
<th>Question</th>
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<th>No</th>
<th>Not Applicable (initial applicants only)</th>
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<td>7.06</td>
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</tbody>
</table>
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

- [ ] 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)

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

7.07 Does the catalog contain an addendum/supplement?
- [ ] Yes  [ ] No (Skip to Question 7.08.)

If Yes, is it appropriate?

- [ ] Yes  [ ] No

If No (the addendum is not appropriate), insert the section number in parentheses and explain:

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

If No (the online version of the catalog does not match the hard copy version), insert the section number in parentheses and explain:

7.09 Does the institution utilize a multiple-school catalog?
- [ ] Yes  [ ] No (Skip to Question 7.10.)

If Yes, answer the following:

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

- [ ] Yes  [ ] No

(b) Are all photographs utilized properly labeled to

Questions to specific standards for AAC and Campus CAMPUS

- [ ] 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)

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

7.07 Does the catalog contain an addendum/supplement?
- [ ] Yes  [ ] No (Skip to Question 7.08.)

If Yes, is it appropriate?

- [ ] Yes  [ ] No

If No (the addendum is not appropriate), insert the section number in parentheses and explain:

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

If No (the online version of the catalog does not match the hard copy version), insert the section number in parentheses and explain:

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 institutions using the same catalog of common ownership?

- [ ] Yes  [ ] No

(b) Are all photographs utilized properly labeled to
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

(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 institution to which they belong?

- [ ] Yes
- [ ] No

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

Questions to specific standards for AAC and Campus

**CAMPUS**

identify the location depicted?

- [ ] Yes
- [ ] No

(c) Are faculty and staff listings properly identified with respect to the institution to which they belong?

- [ ] Yes
- [ ] No

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

3-1-703. Advertising. Literature used by an institution must be presented in such a manner as to be factual with respect to services offered or benefits promised. For further information, see Appendix C.

If an institution publicly discloses incorrect or misleading information about its accredited status, the contents of an evaluation team report, or accreditation actions with respect to the institution, the institution must make a public disclosure of correction through the same media or means.

Excerpted from Appendix C

**ADVERTISING**

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

All advertising and promotional literature used by an institution must clearly indicate that training or education, and not employment, is being offered.

All advertising and promotional literature must include the correct name of the institution. So-called “blind” advertisements are considered misleading in character.

Institutions placing advertisements in classified columns of newspapers or other publications to attract students must use only classifications such as “Education,” “Schools,” or “Instruction.” Headings such as “Help Wanted,” “Employment,” or “Business Opportunities” may be used only to procure employees for the institution.

Letters of endorsement, commendation, or recommendation may be used in catalogs, sales literature, or advertising, provided prior consent is obtained and no remuneration is made for either the consent or use of the endorsement. Such letters shall be kept on file and be subject to review. Testimonial letters may be used only when they are strictly factual and portray currently correct conditions or facts.

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

An institution shall not offer monetary incentives to the general public to visit, enroll in, attend, or complete a program. Further, monetary incentives for failure to be placed in a job shall not be offered as an inducement to enroll.

References to financial aid availability shall include the phrase “for those who qualify.”

7.10 - reviewed at campus level

7.10 Is all advertising and promotional literature, including the campus’ Web site, truthful and dignified?

- [ ] Yes
- [ ] No

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

7.11 - reviewed at campus level

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

- [ ] Yes
- [ ] No

If No, insert the section number in parentheses and explain:
### Academic Administrative Center

**7.12** - reviewed at campus level

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

- [ ] Yes
- [ ] No

Are the advertisements under acceptable headings?

- [ ] Yes
- [ ] No

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

**7.13** - reviewed at campus level

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 consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

- [ ] Yes
- [ ] No

If **No** (there is no such evidence), insert the section number in parentheses, list student names, and explain:

**7.14** - reviewed at campus level

Does the institution utilize services funded by third parties?

- [ ] Yes
- [ ] No (Skip to Question 7.15.)

If **Yes**, is proper disclosure made for these services?

- [ ] Yes
- [ ] No

If **No** (proper disclosure is not made), insert the section number in parentheses and explain:

**7.15** - reviewed at campus level

Does the campus avoid offering monetary incentives to attract students or for failure in job placement?

- [ ] Yes
- [ ] No

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

**7.16** - reviewed at campus level

Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?

- [ ] Yes
- [ ] No
- [ ] Not Applicable (institution does not participate in financial aid)

If **No**, insert the section number in parentheses and explain:
7.17 Does the catalog have a separate section describing the master's program?

☐ Yes  ☐ No

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

Initially the catalog was missing some of the required elements outlined in Appendix H for distance education. These changes were made while the team was on site.
### REPORT QUESTIONS

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

**3-1-800—LIBRARY RESOURCES AND SERVICES**

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

(a) develop an adequate base of library resources;
(b) ensure means to access these resources;
(c) develop a continuous assessment strategy for library resources and information services;
(d) provide adequate staff to support library development, collection organization, and accessibility;
(e) ensure that library services are provided to all learners, including those at nonmain campuses; and
(f) provide training and encouragement for students and faculty to utilize library resources as an integral part of the learning process.

#### 8.01 Does the institution develop an adequate base of library resources?  
**X Yes □ No**

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

#### 8.02 Does the institution ensure access of library resources to all faculty and students, including students at nonmain campuses?  
**X Yes □ No**

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

#### 8.03 Does the institution provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
**X Yes □ No**

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

#### 8.04 Are adequate staff provided to support the

Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

development, organization of the collection, and access of library resources?

X Yes □ No

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

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

ITT develops continuous assessment strategies for resource and information services by evaluating its academic programs; utilizing student input from faculty members; input from the Learning Resource Center Committee (on campuses); input from the LRC Annual Meeting; input from the LRC Annual Report, whereby each campus submits to the corporate librarian an Annual Report which provides an assessment of the LRC circulation, inventory (basic quantitative review) and an overall qualitative review of the campus LRC resources; input from the LRC Advisory Committee which consists of 1 member per the 13 ITT districts, along with the corporate librarian. The corporate librarian provides for monthly conference calls or webinars for members of the LRC Advisory Committee and other selected guests.

Are these methods appropriate?

X Yes □ No

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

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

X Yes □ No

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

8.05 - reviewed at AAC

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

**OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S DEGREES ONLY**

8.07 Is the institution’s established annual budget appropriate to the size and scope of the institution and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource

8.07 - reviewed at AAC
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

and reference materials?

X Yes  □ No

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

Questions to specific standards for AAC and Campus

CAMPUS

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

ITT spent approximately $926,000 for overall LRC expenditures at all of its campuses in 2011. The ITT LRC budget for expenditures for all of its campuses in 2012 is scheduled for $900,000+, but that $$$ amount could change slightly up or down.

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

N/A

3-3-406. Acquisitions. Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty. Moreover, it is the faculty's responsibility to inspire, motivate, and direct student usage of the library resources.

3-4-406, 3-5-406, & 3-6-706. Acquisitions. Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty.

8.10 - reviewed at campus level

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

□ Yes  □ No

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

8.11 - reviewed at campus level

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

□ Yes  □ No

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

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

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

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

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or online resources including full-text reference materials appropriate for the offerings of the
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus

CAMPUS

institution.

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

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

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or on-line, full-text reference materials appropriate for the offerings of the institution.

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

The ITT faculty inspire, motivate, and direct student usage of the library resources primarily by including a library assignment in most ITT course syllabi. The ITT faculty also utilize 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 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 (Faculty 101) 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 utilize to discover better methodologies to utilize the ITT LRC.

Are these methods appropriate?

☐ Yes ☐ No

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

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

☐ Yes ☐ No

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

8.14 Are records of physical and/or online resources and

8.14 - reviewed at AAC
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

circulation accurate and up to date?

☐ Yes ☐ No

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

Questions to specific standards for AAC and Campus CAMPUS

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)

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

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

ITT has a number of full-text online collections available (37+) to its students in the ITT LRC...examples of some of these 37+ full-text online collections include AccessScience, Books24x7, Ebrary, EbscoHost, Full-text Electronic Journals, Gal Virtual references, Oxford Reference online, ProQuest references, etc., etc.

☐ NA (No full-text online collections are available)

8.17 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the institution and the breadth of and enrollment in its educational programs?

☐ Yes ☐ No

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

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

3-4-401 & 3-5-401. Staff. A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable. The professionally trained individual must participate in documented professional growth activities.

During scheduled library hours, there shall be a trained individual on duty to supervise the library and to assist students with library functions. This individual shall be competent both to use and to aid in the use of the library technologies and resources.

8.19 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Kathryn Closter is the ITT Corporate Librarian. Ms. Closter has an earned M.L.S. and works 40 hours per week in the administration of the ITT LRC. Ms. Closter has been working as the ITT Corporate Librarian since 1999.

Does this individual:

(a) Supervise and manage the library and instructional resources?

X Yes □ No

(b) Facilitate the integration of instructional resources into all phases of the institution's curricular and educational offerings?

X Yes □ No

(c) Assist students in the use of instructional resources?

X Yes □ No

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

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?

X Yes □ No

List the names of individuals trained at the AAC:

Kathryn Closter. Ms. Closter wrote the training program for the campus professional librarians, the associate librarians, and other staff working in the LRC. However, the actual training of the campus librarian personnel is done at the campus. Ms. Closter supervises the overall LRC personnel training through webinars and the use of the LRC Operations Manual.
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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

8.21 Have library staff 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 National Association of Credential Evaluation Services (NACES) or the Academic Credential Evaluation Institute (ACEI) to determine the equivalency of the degrees to degrees awarded by institutions in the United States?

☐ Yes ☐ No ☒ Not Applicable (staff do not hold foreign credentials)

8.22 - reviewed at campus level

8.23 - reviewed at campus level

**QUESTIONS TO SPECIFIC STANDARDS FOR AAC AND CAMPUS**

8.21 - reviewed at AAC

8.22 Is documentation on file to reflect the librarian’s participation in professional growth activities?

☐ Yes ☐ No

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

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

☐ Yes ☐ No

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

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

8.24 reviewed at campus level

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

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

**NONDEGREE PROGRAMS ONLY**

3-2-200-INSTRUCTIONAL RESOURCES, MATERIALS

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

3-2-201. References. The institution shall have available and easily accessible to faculty and students standard reference works appropriate to the curriculum. Major consideration will be given to the variety of volumes, periodicals, online resources and information technology readily available to students and faculty, recency of publications, appropriateness, and relevance to the programs.

8.25 - reviewed at campus level

8.25 Are appropriate reference materials and periodicals

**NONDEGREE PROGRAMS ONLY**
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus

CAMPUS

available for all programs offered?

☐ Yes ☐ No

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

3-2-202. Distribution of Resources and Materials. The instructional resources and references may be consolidated or may be distributed throughout the educational facility, or they may be provided by the institution under contract with an external organization on behalf of its student body which ensures access to library resources and references pertinent to the programs offered by the institution; including resources that are available exclusively online. Easy access to and use of reference materials, periodicals, and information technology are of prime importance in determining if the institution is meeting the educational needs of its students and faculty. Availability and utilization of audiovisual equipment also are important.

8.26 - reviewed at campus level

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

☐ Yes ☐ No

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

3-2-203. Inventory. A current inventory of instructional materials and equipment shall be maintained by the institution.

8.27 - reviewed at campus level

8.27 Is there a current inventory of instructional resources?

☐ Yes ☐ No

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

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

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

☐ Yes ☐ No

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

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

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

OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

3-3-401. Staff. An individual with the ability to maintain the resources and to assist students and faculty shall be designated to oversee the resources of the institution.

8.29 - reviewed at campus level

8.29 Has the institution designated an individual with the ability to maintain the resources and to assist students and faculty?

☐ Yes ☐ No

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

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

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Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

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 institution?

☐ Yes ☐ No

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

Questions to specific standards for AAC and Campus

CAMPUS

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

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

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

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

8.31 Is there a current inventory of instructional resources, including online resources?

☐ Yes ☐ No

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

8.32 Are the resources organized for easy access and usage?

☐ Yes ☐ No

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

8.33 Is it evident that faculty encourages the use of the library?

☐ Yes ☐ No

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

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

8.34 Do the library holdings, including online collections, support all of the offerings of the institution?

☐ Yes ☐ No

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

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?

☐ Yes ☐ No

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

MASTER'S DEGREES ONLY

3-6-701. Staff. A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a M.L.S. degree or the equivalent, with special qualifications to aid students in research. The professionally trained individual must participate in documented professional growth activities.

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

8.35 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?

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<tr>
<th>Yes</th>
<th>No</th>
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*If No, insert the section number in parentheses and explain:

8.36 - reviewed at campus level

8.37 - reviewed at campus level

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**Questions to specific standards for AAC and Campus CAMPUS**

8.35 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?

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<th>Yes</th>
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*If No, insert the section number in parentheses and explain:

8.36 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?

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<th>Yes</th>
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*If No, insert the section number in parentheses and explain:

8.37 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?

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<th>Yes</th>
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*If No, insert the section number in parentheses and explain:

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**3-6-703. Function.** The library function is shaped by the educational programs of the institution. Institutions offering master's degree programs shall provide access to substantially different library resources in terms of their depth and breadth from those required for baccalaureate degree programs.

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

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

8.38 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?

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<th>Yes</th>
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*If No, insert the section number in parentheses and explain:

8.39 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate,

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<th>Yes</th>
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</table>

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

8.39 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate,
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

information technologies and facilities?

X Yes □ No

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

Questions to specific standards for AAC and Campus

**CAMPUS**

information technologies and facilities?

□ Yes □ No

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

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3.6-705. **Holdings.** The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate physical and/or online, full-text resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, on-line data networks and retrieval systems, CD-ROMs, and interactive research systems; and shall be capable of supporting an understanding of scholarly research and/or scholarly research at the graduate level.

8.40 Are the library holdings, including full-text online collections, up to date and adequate for the size of the institution and the breadth of and enrollment in its educational programs?

X Yes □ No

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

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8.41 What library resources does the institution provide to support a better understanding of scholarly research at the graduate level?

The LRC makes available the following items to provide a better understanding of scholarly research at the graduate level: For example, the LRC provides the Business Source Premier, LexisNexis Academic, Mergent Online, Gale Virtual Reference Business Sources, ProQuest Newstand, ReferenceUSA, links to professional organizations and links to business sources and reports published by the federal government, UNDP, and OECD.

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

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**GENERAL COMMENTS:**

The team acknowledges the work of the ITT corporate librarian, Ms. Kathryn Closter. Ms. Closter has been working as the ITT corporate librarian since 1999. She and ITT have been on the forefront of the corporate librarian concept and they have worked with ACICS over the years in developing criteria that enabled a corporate library system, especially in the early days of the corporate librarian. Today, they have one of the most modern and up to date corporate librarian systems in the country. Ms. Closter is responsible for the entire online LRC website, as she utilizes software that enables her to directly make up to date changes on the web site as they are needed. She has done a very good job over the years serving as a corporate librarian and actually being a role model in defining the corporate librarian system.

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**GENERAL COMMENTS:**
REPORT QUESTIONS

Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

9. PROGRAM EVALUATION

The School of Business:

- Accounting (online associate’s program)
- Accounting (online bachelor’s program)
- Business Management (residence bachelor’s program)
- Business Management (online bachelor’s program)
- Business Management (residence associate’s program)
- Business Management (online associate’s program)
- Business Administration (residence bachelor’s program)
  - Marketing Management Option
- Business Administration (online bachelor’s program)
  - Finance Option
  - Human Resource Management Option
  - Marketing Option
  - Marketing Management Option
- Business Administration (online associate’s program)
- Business Administration (online masters program)
- Business Accounting Technology (online associate’s program)
- Business Accounting Technology (online bachelor’s program)
  - Financial Accounting Option
  - Internal Controls Option

**ALL PROGRAMS**

3-1-500-EDUCATIONAL ACTIVITIES

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to

(a) which programs hold specialized or programmatic accreditation;
(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and
(c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

2-1-809. STUDENT ACHIEVEMENT REVIEW

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student

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**ACCRE迪CITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS**

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### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus

| Questions to specific standards for AAC and Campus
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<td>achievement at both the campus and program levels. Measures will include retention, placement, and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.</td>
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3-1-512. PROGRAM PLANNING

Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

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<tr>
<th>9.01</th>
<th>Is licensure, certification or registration required to practice in the specific career field?</th>
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<tr>
<td>☐ Yes, all campuses</td>
<td>☐ Yes, some campuses</td>
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<td>☒ No</td>
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</table>

If Yes, list the relevant campuses.

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.

(a) Is there a federal or state licensing agency established pass rate for this program?

| ☐ Yes, all campuses | ☐ Yes, some campuses |
| ☒ No | |

(b) If Yes, list the federal or state licensing agencies and their respective pass rates.

(c) What are this program's pass rates for the past three years? *(duplicate as needed)*

<table>
<thead>
<tr>
<th>State:</th>
<th>Year:</th>
<th>Pass rate:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Not Available</td>
</tr>
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</table>

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<tr>
<th>State:</th>
<th>Year:</th>
<th>Pass rate:</th>
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<td></td>
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<th>State:</th>
<th>Year:</th>
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<td></td>
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<td>Not Available</td>
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<th>State:</th>
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</table>
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Year:
Pass rate:
Not Available

(d) Do the current year's program pass rates meet the minimum pass rate set by the council standard of 60%?

☐ Yes, all campuses ☐ Yes, some campuses
☐ No

List the campuses that fell below standard:

If No, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes ☐ No

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

**3-1-511. Program Administration.** The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

9.02 Who developed the academic program(s), and what are this person's qualifications?

The national chair of business, Sheldon Goldstein, is responsible for developing curriculum for all of the business programs offered at ITT Technical Institute. Mr. Goldstein has a bachelor of science in Mechanical Engineering from City College of New York, a master's degree in Mechanical Engineering from Massachusetts Institute of Technology, and a master of business in administration from Fairleigh Dickinson University. Mr. Goldstein has over 15 years of experience in business and engineering management.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes ☐ No

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

9.04 Is there evidence that the program developer has sufficient authority and responsibility for the

Questions to specific standards for AAC and Campus

**CAMPUS**

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

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes ☐ No

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

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the
2-1-809. Student Achievement Review. The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention, placement, and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

(c) Resources of the community shall be utilized to enrich the program.

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

☐ Yes ☐ No

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

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 62% at all campuses?

☐ Yes ☐ No

(b) Student placement rate of 58% at all campuses?

☐ Yes ☐ No

If No for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) include data, analysis and activities to meet or exceed the relevant standard:

☐ Yes ☐ No

9.07 List the community resources and how they are
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

not provide the team with any data to verify student retention and placement rates for the School of Business.

9.07 Is there a policy for developing community resource involvement at the campus level for this program?

☑ Yes ☐ No

If No insert section number in parentheses and explain:

Questions to specific standards for AAC and Campus CAMPUS

utilized to enrich the program(s).

9.08 Are these resources sufficient?

☐ Yes ☑ No

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

3-1-513. Program Development. The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of instruction. For practica, externships, and internships, institutions are required to develop 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. The Council's expectations for detailed syllabi, independent study, practica, externships, and internships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language.)

Glossary Definitions

Practicum. A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.

Independent Study. Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.

Syllabus. A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☑ Yes ☐ No
### ACADeMIC ADMINISTRATIVE CENTER

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

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
- Yes [ ]
- No [ ]

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

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
- Yes [ ]
- No [ ]
- NA, (these elements are not part of the program or no student is far enough along in the program)

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

9.12 Does the program use independent studies?
- Yes [ ]
- No [ ] (Skip to Question 9.13.)

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?
- Yes [ ]
- No [ ]
- NA

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

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
- Yes [ ]
- No [ ]

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

9.15 Are course prerequisites being followed?
- Yes [ ]
- No [ ]

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

9.16 Is an appropriately detailed master syllabus on file for each...
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC ADMINISTRATIVE CENTER for each course?</td>
<td>CAMPUS course?</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses, list the courses, and explain:</td>
<td>If No, insert the section number in parentheses, list the courses, and explain:</td>
</tr>
<tr>
<td>9.17 - reviewed at campus level</td>
<td>9.17 Do students confirm that they receive a course syllabus and that it is followed?</td>
</tr>
<tr>
<td>9.18 - reviewed at campus level</td>
<td>9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?</td>
</tr>
<tr>
<td>9.19 - reviewed at campus level (remotely, prior to visit)</td>
<td>9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?</td>
</tr>
<tr>
<td>☐ Yes ☐ No ☐ NA, (there have been no graduates)</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>(a) How many calls to employers or graduates were attempted?</td>
<td>If No, insert “Section 3-1-303(a)” in parentheses and explain:</td>
</tr>
<tr>
<td>(b) How many calls to employers or graduates were successful?</td>
<td>9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?</td>
</tr>
<tr>
<td>(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.</td>
<td>☐ Yes ☐ No ☐ Not Applicable</td>
</tr>
</tbody>
</table>
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus

CAMPUS

If No, insert “Section 3-1-303(a)” in parentheses and explain:

3-1-530. INSTRUCTION

3-1-531. Instructional Tools. Institutions shall:

(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;
(b) ensure academic freedom and other conditions favorable for effective classroom instruction;
(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and
(d) comply with applicable copyright laws in the use of instructional materials.

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

<table>
<thead>
<tr>
<th>(a) Facilities</th>
<th>□ Yes □ No</th>
<th>NA, reviewed at campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Instructional equipment</td>
<td>□ Yes □ No</td>
<td>NA, reviewed at campus</td>
</tr>
<tr>
<td>(c) Resources</td>
<td>X Yes □ No</td>
<td></td>
</tr>
<tr>
<td>(d) Personnel</td>
<td>□ Yes □ No</td>
<td>NA, reviewed at campus</td>
</tr>
</tbody>
</table>

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

3-1-532. Instructional Components. Required instructional components shall include:

(a) systematic planning;
(b) well-defined instructional objectives;
(c) the selection and use of appropriate learning materials;
(d) appropriate modes of instructional delivery;
(e) the use of appropriate assessment strategies; and
(f) the use of appropriate experiences.

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

| (a) Systematic planning. | X Yes □ No |
| (b) Well-defined instructional objectives. | X Yes □ No |
| (c) The selection and use of appropriate and current learning materials. | |
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

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<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>(d) Appropriate modes of instructional delivery.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>(e) The use of appropriate assessment strategies.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>(f) The use of appropriate experiences.</td>
<td>☑ Yes</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

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

3-1-541. Faculty Preparation. Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

3-2-102. Field Preparation. Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

3-2-103. Subject Preparation. Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

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

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

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-3-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.

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

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

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-4-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of
3.5.302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.

Instructors shall hold bachelor’s degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate’s, bachelor’s, and/or master’s level coursework in the area of their teaching assignment. Exceptions to the bachelor’s degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor’s degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor’s degree in the assigned teaching field.

**NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY**

9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☐ No

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

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

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

☐ Yes ☐ No

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

The team will review this information at the campus level.

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

☐ Yes ☐ No

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

The team will review this information at the campus level.

**FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S**
ACADEMIC ADMINISTRATIVE CENTER

DEGREES ONLY

3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

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

☐ Yes ☐ No ☒ NA, hiring responsibility is at campus level

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

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

3-4-303, 3-5-303, & 3-6-503. Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

9.27 Are teaching loads reasonable?

☐ Yes ☐ No ☒ NA, hiring responsibility is at AAC

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

for nondegree programs AND occupational ASSOCIATE'S DEGREES only

INRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

3-2-100 - FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

3-2-101 & 3-3-303. Teaching Load. An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the instructor and course, and explain:
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus

CAMPUS

3-2-106 & 3-3-305. Student-Teacher Ratio. The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;
(b) the level of existing skills of the students;
(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and
(d) the use of technology in providing alternative instruction or evaluation.

9.29 - reviewed at campus level

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).

9.29 - reviewed at AAC

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

☐ Yes ☐ No

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

The team will review this at the campus level

OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

3-3-200 - EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate’s degree program are an extension of the institution’s awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate’s degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate’s degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. Education Requirements. The minimum number of credits required for the occupational associate’s degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

9.31 - reviewed at AAC

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

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

3-3-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate’s degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate’s degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
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</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td><strong>3-3-204. Enrollment.</strong> Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.**</td>
<td></td>
</tr>
<tr>
<td>9.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</td>
<td>9.32 - reviewed at AAC</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
<tr>
<td>9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?</td>
<td>9.33 - reviewed at AAC</td>
</tr>
<tr>
<td>☐ Yes ☐ No ☐ NA, (no students in the second year)</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
<tr>
<td>9.34 Are the second-year courses based upon appropriate first-year prerequisites?</td>
<td>9.34 - reviewed at AAC</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
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</tbody>
</table>

**ACADEMIC ASSOCIATE'S DEGREES ONLY**

3-4-201. Objectives. The objectives of an associate's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-4-202. Education Requirements. The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.

9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? | 9.35 - reviewed at AAC |
| ☒ Yes ☐ No | |
| If No, insert the section number in parentheses and explain: | |
| 9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area | 9.36 - reviewed at AAC |
3-4-202. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-4-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
- Yes
- No
If No, insert the section number in parentheses and explain:

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
- Yes
- No
- Not Applicable (no students in the second year)
If No, insert the section number in parentheses and explain:

9.39 Are the second-year courses based upon appropriate first-year prerequisites?
- Yes
- No
- Not applicable
If No, insert the section number in parentheses and explain:

---

BACHELOR'S DEGREES ONLY

3-5-201. Objectives. The objectives of a bachelor's degree program reflect the application of an institution’s mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-5-202. Education Requirements. The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses....

Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly...
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<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
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<tr>
<td>ACADEMIC ADMINISTRATIVE CENTER</td>
<td>CAMPUS</td>
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<tr>
<td>describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.</td>
<td></td>
</tr>
<tr>
<td>9.40  Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?</td>
<td>9.40 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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</tr>
<tr>
<td>9.41  Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?</td>
<td>9.41 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
<tr>
<td>9.42  If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?</td>
<td>9.42 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, (institution offers all four years of the degree)</td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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</table>

**3-5-203. Curriculum.** The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

**3-5-204. Enrollment.** Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.

<p>| 9.43  Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? | 9.43 - reviewed at AAC |
| □ Yes □ No                                  |                                           |
| If No, insert the section number in parentheses and explain: |                                           |
| 9.44 - reviewed at campus level              |                                           |
| 9.44  Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work? | 9.44 - reviewed at AAC |
| □ Yes □ No □ NA, (no students in the third and fourth years) |                                           |
| If No, insert the section number in parentheses and explain: |                                           |</p>
<table>
<thead>
<tr>
<th>ACADEMIC ADMINISTRATIVE CENTER</th>
<th>MASTER'S DEGREES ONLY</th>
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<tbody>
<tr>
<td><strong>9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?</strong></td>
<td><strong>3-6-100. NATURE OF GRADUATE EDUCATION</strong></td>
</tr>
<tr>
<td>☑ Yes ☐ No</td>
<td>The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.</td>
</tr>
</tbody>
</table>

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

| **9.46 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?** | **3-6-300. ORGANIZATION AND ADMINISTRATION** |
| ☑ Yes ☐ No | 3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers. |

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

| **9.47 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?** | **3-6-302. Program Administration.** The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support. |
| The national chair of business, Sheldon Goldstein, is responsible for developing curriculum and the administration of the masters program offered at ITT Technical Institute. Mr. Goldstein has a bachelor's of science in Mechanical Engineering from City College of New York, a master's degree in Mechanical Engineering from Massachusetts Institute of Technology, and a master of business in administration from Fairleigh Dickinson University. | Mr. Goldstein has over 15 years of experience in business and engineering management. |

| **9.48 Does this person have appropriate academic or experiential qualifications?** | **9.47 - reviewed at AAC** |
| ☑ Yes ☐ No | 9.47 - reviewed at AAC |

If No, insert the section number in parentheses and explain:
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

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

☑ Yes ☐ No

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

Questions to specific standards for AAC and Campus

CAMPUS

9.49 - reviewed at AAC

3-6-400—EDUCATIONAL ACTIVITIES

3-6-401. Objectives. The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.

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

☐ Yes ☑ No

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

3-6-402. Program Development. Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master's degree policies, procedures, and curricula?

☐ Yes ☑ No

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

3-6-403. Education Requirements. The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

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

☐ Yes ☑ No

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

3-6-404. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curricula, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate

☐ Yes ☑ No

If No, insert the section number in parentheses and explain:
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

institutions offering the same degree?

- Yes  □ No

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

---

### Questions to specific standards for AAC and Campus CAMPUS

**3-6-405. Enrollment.** Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.

- 9.54 Is enrollment in the master’s program sufficient to support regularly scheduled classes and laboratory work?
  - Yes  □ No

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

- 9.55 Are the course prerequisites appropriate?
  - Yes  □ No

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

---

**3-6-501. Preparation.** The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

- 9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?
  - Yes  □ No  □ NA, faculty hiring responsibilities are at campus level

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

---

**3-6-502. Assignments.** Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master’s program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.

Faculty who do not possess appropriate graduate degrees may be assigned to teach in master’s degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.

- 9.57 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
  - Yes  □ No  □ NA, faculty hiring responsibilities are at campus level

If No, insert the section number in parentheses and explain:
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

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

☐ Yes  ☐ No  ☒ NA, faculty hiring responsibilities are at campus level

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

GENERAL COMMENTS:

Questions to specific standards for AAC and Campus CAMPUS

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

☐ Yes  ☐ No  ☐ NA, faculty hiring responsibilities are at AAC

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

GENERAL COMMENTS:
REPORT QUESTIONS

9. PROGRAM EVALUATION

ACADEMIC ADMINISTRATIVE CENTER

9. PROGRAM EVALUATION

Questions to specific standards for AAC and Campus CAMPUS

ALL PROGRAMS

Criteria is in paragraph preceding questions

Associate of Applied Science in Mobile Communications Technology
Bachelor of Science in Electrical Engineering and Communications Technology
Bachelor of Science in Industrial Automation Engineering Technology
Bachelor of Science in Electrical Engineering Technology

ALL PROGRAMS

[Name of Credential] in [Program Title]

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

2-1-809. STUDENT ACHIEVEMENT REVIEW

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. PROGRAM PLANNING

Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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<tr>
<th>9.01</th>
<th>Is licensure, certification or registration required to practice in the specific career field?</th>
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<tbody>
<tr>
<td>☒ No</td>
<td>If Yes, list the relevant campuses.</td>
</tr>
</tbody>
</table>

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.

(a) Is there a federal or state licensing agency established pass rate for this program?

| ☒ No | If Yes, list the federal or state licensing agencies and their respective pass rates. |

(b) If Yes, list the federal or state licensing agencies and their respective pass rates.

(c) What are this program’s pass rates for the past three years? *(duplicate as needed)*

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<tr>
<th>State:</th>
<th>Year:</th>
<th>Pass rate:</th>
</tr>
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<tbody>
<tr>
<td>Not Available</td>
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<tr>
<th>State:</th>
<th>Year:</th>
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<td>Not Available</td>
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<th>State:</th>
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<th>Pass rate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Available</td>
<td></td>
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</table>

(d) Do the current year’s program pass rates meet the minimum pass rate set by the council standard of 60%?

| ☒ No | If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain. |

### Questions to specific standards for AAC and Campus CAMPUS

<table>
<thead>
<tr>
<th>9.01</th>
<th>See response from AAC</th>
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</thead>
</table>

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

| ☒ No |

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

List the campuses that fell below standard:

If No, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

Questions to specific standards for AAC and Campus CAMPUS

9.02 Who is developed the academic program(s), and what are this person’s qualifications?

The curriculum for these programs is developed by a curriculum committee which has members representing various ITT campuses at which these degree programs are offered. The curriculum committee is also responsible for continuous improvement of the curriculum, and also for dealing with any unscheduled upgrades/modification of the curriculum. The curriculum committee is headed by the national chair for the School of Electronics Technology.

Dr. Shen has worked as the National chair of the School of Electronics Technology at ITT Technical Institutes since May 2009. Prior to his selection for this position, Dr. Shen served as the corporate curriculum manager from 2006 to 2009, and as chair, School of Electronics Technology from 2000 to 2006 at ITT.

Dr. Shen was a visiting assistant professor at Monmouth College for two years (1998 to 2000). He held several teaching and professional positions in China and U.S.A. between 1970 and 1998.

Dr. Shen received the bachelor of science degree in Electronics Engineering from Dalian University of Technology (China) and the master
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

of science degree in Physics from California State University, Los Angeles. Dr. Shen secured his PhD degree in Physics from University of California in Riverside.

9.03 Does this individual possess appropriate academic or experiential qualifications?

- Yes □ No

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

Dr. Shen indicated that the curriculum committee has sufficient authority and responsibility for development of these educational programs.

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

- Yes □ No

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

The curriculum for these programs has input from campuses of ITT during the development process.

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

- Yes □ No

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

2-1-809. Student Achievement Review. The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution’s students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council’s requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council’s standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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 62% at all campuses?
   - [ ] Yes  [ ] No

(b) Student placement rate of 58% at all campuses?
   - [ ] Yes  [ ] No

If No for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) include data, analysis and activities to meet or exceed the relevant standard:

- [ ] Yes  [ ] No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

**CAMPUS**

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 62%?
   - [ ] Yes  [ ] No  [ ] Not applicable (new branch only)

(b) Student placement rate of 58%?
   - [ ] Yes  [ ] No  [ ] Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

- [ ] Yes  [ ] No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

9.07 Is there a policy for developing community resource involvement at the campus level for this program?
   - [ ] Yes  [ ] No

If No insert section number in parentheses and explain:

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

9.08 Are these resources sufficient?
   - [ ] Yes  [ ] No

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

3-1-513. Program Development. The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of instruction. For practice, externships, and internships, institutions are required to develop 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. The Council's expectations for detailed syllabi, independent study, practice, externships, and internships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses. Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language.)

Glossary Definitions

Practicum. A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Independent Study. Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student’s grasp of the subject matter. Under the supervision of a faculty member, a learning contract shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.

Syllabus. A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☐ Yes ☐ No

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

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

☐ Yes ☐ No

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

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

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

9.12 Does the program use independent studies?

☐ Yes ☐ No (Skip to Question 9.13.)

9.09 - reviewed at AAC

9.10 - reviewed at AAC

9.11 - reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☐ NA

If No, insert the section number in parentheses and explain:
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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

- Yes □ No

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

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?

- Yes □ No

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

9.16 Is an appropriately detailed **master** syllabus on file for each course?

- Yes □ No

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

9.17 reviewed at campus level

9.18 - reviewed at campus level

9.19 - reviewed at campus level (remotely, prior to visit)

Questions to specific standards for AAC and Campus CAMPUS

9.14 - reviewed at AAC

9.15 Are course prerequisites being followed?

□ Yes □ No

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

9.16 Is an appropriately detailed syllabus on file for each course?

□ Yes □ No

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

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

□ Yes □ No

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

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

□ Yes □ No

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

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

□ Yes □ No  □ NA, (there have been no graduates)

(a) How many calls to employers or graduates were attempted?

(b) How many calls to employers or graduates were successful?
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus CAMPUS

(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

If No, insert “Section 3-1-303(a)” in parentheses and explain:

9.20 - reviewed at campus level

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

☐ Yes ☐ No ☐ Not Applicable

If No, insert “Section 3-1-303(a)” in parentheses and explain:

3-1-530. INSTRUCTION

3-1-531. Instructional Tools. Institutions shall:

(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;

(b) ensure academic freedom and other conditions favorable for effective classroom instruction;

(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and

(d) comply with applicable copyright laws in the use of instructional materials.

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

(a) Facilities

☐ Yes ☐ No ☐ NA, reviewed at campus

(b) Instructional equipment

☐ Yes ☐ No ☐ NA, reviewed at campus

(c) Resources

☐ Yes ☐ No

(d) Personnel

☐ Yes ☐ No ☐ NA, reviewed at campus

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

3-1-532. Instructional Components. Required instructional components shall include:

(a) systematic planning;

(b) well-defined instructional objectives;

(c)
9.22 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

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

3-1-541. Faculty Preparation. Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

3-2-102. Field Preparation. Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

3-2-103. Subject Preparation. Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

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

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

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-3-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.
The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:
(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.
(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.
(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-4-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.

Instructors shall hold bachelor’s degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor’s, and or master’s level coursework in the area of their teaching assignment. Exceptions to the bachelor’s degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor’s degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor’s degree in the assigned teaching field.

3-5-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in no more than two fields. The size of the faculty staff shall be appropriate for the total student enrollment.

Instructors shall hold bachelor’s degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate’s, bachelor’s, and or master’s level coursework in the area of their teaching assignment. Exceptions to the bachelor’s degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor’s degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor’s degree in the assigned teaching field.

NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☐ No

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

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY

9.24 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach?
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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:

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

- Yes  
- No

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

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

3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

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

- Yes  
- No  
- NA, hiring responsibility is at campus level

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

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

3-3-303, 3-4-303, & 3-6-503. Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

9.27 Are teaching loads reasonable?

- Yes  
- No

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

**INTRODUCTION**

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus CAMPUS

3-2-100 - FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

3-2-101 & 3-3-303. Teaching Load. An instructor’s teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

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

☐ Yes ☐ No

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

3-2-106 & 3-3-305. Student-Teacher Ratio. The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;
(b) the level of existing skills of the students;
(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and
(d) the use of technology in providing alternative instruction or evaluation.

9.29 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).

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

☒ Yes ☐ No

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

OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

3-3-200 - EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate’s degree program are an extension of the institution’s awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate’s degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate’s degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

#### Questions to specific standards for AAC and Campus

<table>
<thead>
<tr>
<th>Questions</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.31 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, normally earned over a period of four semesters, six quarters, or the equivalent?</td>
<td>9.31 - reviewed at AAC</td>
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<tr>
<td>□ Yes □ No</td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3-3-203. Curriculum</th>
<th>The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.</th>
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</thead>
<tbody>
<tr>
<td>3-3-204. Enrollment</td>
<td>Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.</td>
</tr>
<tr>
<td>9.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</td>
<td>9.32 - reviewed at AAC</td>
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<tr>
<td>□ Yes □ No</td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<td>9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?</td>
<td>9.33 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, (no students in the second year)</td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<td>9.34 Are the second-year courses based upon appropriate first-year prerequisites?</td>
<td>9.34 - reviewed at AAC</td>
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<tr>
<td>□ Yes □ No</td>
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### ACADEMIC ASSOCIATE'S DEGREES ONLY

#### 3-4-201. Objectives

The objectives of an associate's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

#### 3-4-202. Education Requirements

The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions.

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<tr>
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<td>ACADEMIC ADMINISTRATIVE CENTER</td>
<td>CAMPUS</td>
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<td>institutions may be granted.</td>
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<td>There shall be a minimum of 30 semester</td>
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<td>hours, 45 quarter hours, or their equivalent</td>
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<td>in courses within the areas of concentration;</td>
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<td>and a minimum of 15 semester hours, 22.5</td>
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<td>quarter hours, or their equivalent in</td>
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<td>general education courses. Courses within</td>
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<td>the area of concentration of the subject</td>
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<td>matter of the program shall not be</td>
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<td>considered general education courses. The</td>
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<td>catalog must identify the courses that</td>
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<td>satisfy the concentration and general</td>
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<td>education requirements, and it must provide</td>
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<td>an explanation of the course numbering</td>
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<td>system.</td>
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<td>9.35 Is the number of hours required to</td>
<td>9.35 - reviewed at AAC</td>
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<tr>
<td>complete the program at least 60 semester</td>
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<td>hours, 90 quarter hours, or their equivalent</td>
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<td>earned over a period of four semesters, six</td>
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<td>quarters, or the equivalent?</td>
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<tr>
<td>☒ Yes ☐ No</td>
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<td>concentration?</td>
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<td>3-4-203. Curriculum. The curriculum shall</td>
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<td>quantitatively and qualitatively approximate</td>
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<td>the standards at other collegiate institutions offering academic associate's degrees. It should help help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.</td>
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<td>3-4-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.</td>
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<tr>
<td>9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</td>
<td>9.37 - reviewed at AAC</td>
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<td>☒ Yes ☐ No</td>
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<td>If No, insert the section number in</td>
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<td>parentheses and explain:</td>
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<td>9.38 - reviewed at campus level</td>
<td>9.38</td>
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<td>Is enrollment in the second academic year of</td>
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<td>the two-year program sufficient to support</td>
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<td>regularly scheduled classes?</td>
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<tr>
<td>☐ Yes ☐ No ☐ Not Applicable (no students in</td>
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<td>the second year)</td>
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<td>9.39 Are the second-year courses based upon</td>
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<td>appropriate first-year prerequisites?</td>
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<tr>
<td>☒ Yes ☐ No ☐ Not applicable</td>
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</tbody>
</table>
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus

CAMPUS

BACHELOR'S DEGREES ONLY

3-5-201. Objectives. The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-5-202. Education Requirements. The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses.

Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.

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

☒ Yes ☐ No

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

9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes ☒ No ☒ NA, (institution offers all four years of the degree)

If No, insert the section number in parentheses and explain:

3-5-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-5-204. Enrollment. Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

9.44 - reviewed at campus level

9.43 - reviewed at AAC

ACADEMIC ADMINISTRATIVE CENTER

MASTERS DEGREES ONLY

3-6-300 - NATURE OF GRADUATE EDUCATION

The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.

3-6-300 - ORGANIZATION AND ADMINISTRATION

3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

9.46 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

9.46 - reviewed at AAC

MASTER'S DEGREES ONLY

3-6-302. Program Administration. The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

9.47 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?

9.47 - reviewed at AAC
### ACAD 9.48 Does this person have appropriate academic or experiential qualifications?

- [ ] Yes
- [ ] No

If No, insert the section number in parentheses and explain:

### ACAD 9.49 Is the time devoted to the administration of the educational programs sufficient?

- [ ] Yes
- [ ] No

If No, insert the section number in parentheses and explain:

### EDU 3-6-400 - EDUCATIONAL ACTIVITIES

#### 3-6-401. Objectives. The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.

- [ ] Yes
- [ ] No

If No, insert the section number in parentheses and explain:

### EDU 3-6-402. Program Development. Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

- [ ] Yes
- [ ] No

If No, insert the section number in parentheses and explain:

### EDU 3-6-403. Education Requirements. The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

- [ ] Yes
- [ ] No
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

If No, insert the section number in parentheses and explain:

**Questions to specific standards for AAC and Campus CAMPUS**

3-6-404. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-405. Enrollment. Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.

9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.55 Are the course prerequisites appropriate?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-501. Preparation. The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

3-6-502. Assignments. Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master's program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.

Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.

9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?

☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at campus level

If No, insert the section number in parentheses, list the faculty and course, and explain:

9.56 - reviewed at AAC

9.53 - reviewed at AAC

9.54 - reviewed at AAC

9.55 Are the course prerequisites being followed?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
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</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>9.57 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?</td>
<td>9.57 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?</td>
</tr>
<tr>
<td>☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at campus level</td>
<td>☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at AAC</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>9.58 Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?</td>
<td>9.58 Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?</td>
</tr>
<tr>
<td>☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at campus level</td>
<td>☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at AAC</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
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**GENERAL COMMENTS:**

**GENERAL COMMENTS:**
**REPORT QUESTIONS**

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<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus Campus</th>
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</table>

### ACADEMIC ADMINISTRATIVE CENTER

#### 9. PROGRAM EVALUATION

**Associate of Applied Science in Health Information Technology**

#### 9. PROGRAM EVALUATION

**[Name of Credential] in [Program Title]**

---

**ALL PROGRAMS**

**3-1-500 - EDUCATIONAL ACTIVITIES**

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to:

(a) which programs hold specialized or programmatic accreditation;

(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located.

For on-line programs, this information must be provided for all states from which the institution enrolls students; and

(c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

**2-1-809. STUDENT ACHIEVEMENT REVIEW**

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution’s students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council’s requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council’s standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

**3-1-512. PROGRAM PLANNING**

Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

<table>
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<tr>
<th>9.01</th>
<th>Is licensure, certification or registration required to practice in the specific career field?</th>
</tr>
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<tbody>
<tr>
<td>Yes, all campuses</td>
<td>Yes, some campuses</td>
</tr>
<tr>
<td>No</td>
<td></td>
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</table>

If Yes, list the relevant campuses.

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • T - 202.336.6780 • F - 202.642.2593 • www.acics.org
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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.

(a) Is there a federal or state licensing agency established pass rate for this program?

- [ ] Yes, all campuses
- [ ] Yes, some campuses
- [ ] No

(b) If Yes, list the federal or state licensing agencies and their respective pass rates.

(c) What are this program’s pass rates for the past three years? (duplicate as needed)

- State:
  - Year:
  - Pass rate:
  - Not Available

- State:
  - Year:
  - Pass rate:
  - Not Available

- State:
  - Year:
  - Pass rate:
  - Not Available

(d) Do the current year’s program pass rates meet the minimum pass rate set by the council standard of 60%?

- [ ] Yes, all campuses
- [ ] Yes, some campuses
- [ ] No

List the campuses that fell below standard:

Questions to specific standards for AAC and Campus

**CAMPUS**

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

- [ ] Yes
- [ ] No

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Meet or exceed Council requirements?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

---

### Questions to specific standards for AAC and Campus CAMPUS

#### 3-1-511. Program Administration

The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

<table>
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<th>9.02 Who is developed the academic program(s), and what are this person’s qualifications?</th>
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<tr>
<td></td>
<td>The curriculum for these programs is developed by a curriculum committee which has members representing various ITT campuses at which these degree programs are offered. The curriculum committee is also responsible for continuous improvement of the curriculum, and also for dealing with any unscheduled upgrades/modification of the curriculum. The curriculum committee is headed by the national chair for the School of Health Sciences.</td>
</tr>
<tr>
<td></td>
<td>Ms. Bonnie Aspiazu is the acting national chair for the School of Health Sciences at ITT Technical Institutes. She has been in her current position since 2009, and has also served as the program chair at the Indianapolis campus of ITT Technical Institute since 2006. Prior to joining ITT, Ms. Aspiazu was vice president for professional services at Tipton Hospital for 23 years (1983 to 2006).</td>
</tr>
<tr>
<td></td>
<td>Ms. Aspiazu received the Bachelor of Science degree in Medical Records Administration from Indiana University-Perdue University. She got her Master of Business Administration (MBA) degree from Indiana Wesleyan University. Ms. Aspiazu is a fellow of American College of Health Care Executives and a Registered Health Administration Professional.</td>
</tr>
</tbody>
</table>

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<table>
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<tr>
<th></th>
<th>9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?</th>
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<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>9.03</strong> Does this individual possess appropriate academic or experiential qualifications?</td>
</tr>
<tr>
<td></td>
<td>[x] Yes [ ] No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td><strong>9.04</strong> Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)?</td>
<td>[x] Yes [ ] No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>Ms. Aspiazu indicated that the curriculum committee has sufficient authority and responsibility for development of these educational programs.</td>
<td></td>
</tr>
</tbody>
</table>

9.05 - reviewed at campus level

The curriculum for these programs has input from campus levels of ITT during the development process.

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**2-1-809. Student Achievement Review.** The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention, placement, and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution’s students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council’s requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council’s standards for student achievement are considered to be in student achievement review and those with campus- or institution-level plans are subject to additional requirements.

**3-1-512. Program Planning.** Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, coursework, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

(c) Resources of the community shall be utilized to enrich the program.
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 62% at all campuses?
   [ ] Yes  [ ] No

(b) Student placement rate of 58% at all campuses?
   [ ] Yes  [ ] No

If No for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) include data, analysis and activities to meet or exceed the relevant standard:
   [ ] Yes  [ ] No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

9.07 Is there a policy for developing community resource involvement at the campus level for this program?
   [ ] Yes  [ ] No

If No insert section number in parentheses and explain:

9.08 Are these resources sufficient?
   [ ] Yes  [ ] No

If No, insert the section number in parentheses and explain:

3-1-513. Program Development. The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of instruction. For practica, externships, and internships, institutions are required to develop 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. The Council's expectations for detailed syllabi, independent study, practica, externships, and internships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language.)

Glossary Definitions

Practicum. A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.

Independent Study. Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete
9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

- Yes  
- No

If No, insert the section number in parentheses and explain:

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?

- Yes  
- No

If No, insert the section number in parentheses and explain:

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

- Yes  
- No  
- NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:

9.12 Does the program use independent studies?

- Yes  
- No (Skip to Question 9.13.)

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

- Yes  
- No  
- NA

If No, insert the section number in parentheses and explain:
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

objectives of the program?

| Yes | No |

If No, insert the section number in parentheses and explain:

| 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi? |
|---|---|
| Yes | No |

If No, insert the section number in parentheses and explain:

| 9.16 Is an appropriately detailed master syllabus on file for each course? |
|---|---|
| Yes | No |

If No, insert the section number in parentheses, list the courses, and explain:

| 9.17 - reviewed at campus level |

| 9.18 - reviewed at campus level |

| 9.19 - reviewed at campus level (remotely, prior to visit) |

Questions to specific standards for AAC and Campus CAMPUS

| 9.15 Are course prerequisites being followed? |
|---|---|
| Yes | No |

If No, insert the section number in parentheses and explain:

| 9.16 Is an appropriately detailed syllabus on file for each course? |
|---|---|
| Yes | No |

If No, insert the section number in parentheses, list the courses, and explain:

| 9.17 Do students confirm that they receive a course syllabus and that it is followed? |
|---|---|
| Yes | No |

If No, insert the section number in parentheses and explain:

| 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study? |
|---|---|
| Yes | No |

If No, insert the section number in parentheses and explain:

| 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council? |
|---|---|---|---|
| Yes | No | NA, (there have been no graduates) |

(a) How many calls to employers or graduates were attempted?

(b) How many calls to employers or graduates were successful?

(c) How many of the calls where contact was made
9.20 - reviewed at campus level

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☐ Not Applicable

If No, insert “Section 3-1-303(a)” in parentheses and explain:

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☐ Yes ☐ No ☐ NA, reviewed at campus

(b) Instructional equipment

☐ Yes ☒ No ☐ NA, reviewed at campus

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No ☐ NA, reviewed at campus

If No for any item, insert the section number in parentheses and explain:

3-1-532. Instructional Components. Required instructional components shall include:

(a) systematic planning;
(b) well-defined instructional objectives;
(c) the selection and use of appropriate learning materials;
(d) appropriate modes of instructional delivery;
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

(e) the use of appropriate assessment strategies; and

(f) the use of appropriate experiences.

9.22 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

If No for any item, insert the section number in parentheses and explain:

3-1-541. Faculty Preparation. Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

3-2-102. Field Preparation. Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

3-2-103. Subject Preparation. Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

3-2-104. Assignments. The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-3-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-4-302. Assignments. During any academic term, a faculty member shall not be assigned to teach more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but would not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

3-5-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but would not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

**NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

This was confirmed by the national chair of the School of Information Technology.

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter?

☐ Yes ☐ No

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter?
Criteria is in paragraph preceding questions
ACADEMIC ADMINISTRATIVE CENTER
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:

9.25 Is the size of the faculty appropriate to the total student enrollment?
☐ Yes ☐ No
If No, insert the section number in parentheses, list the faculty and course, and explain:

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
☐ Yes ☐ No ☒ NA, hiring responsibility is at campus level
If No, insert the section number in parentheses and explain:

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

3-4-303, 3-5-303, & 3-6-503. Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

9.27 Are teaching loads reasonable?
☐ Yes ☐ No
If No, insert the section number in parentheses, list the faculty and courses, and explain:

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.
Questions to specific standards for AAC and Campus CAMPUS

3-2-100 FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

3-2-101 & 3-3-303. Teaching Load. An instructor’s teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the instructor and course, and explain:

3-2-106 & 3-3-305. Student-Teacher Ratio. The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;
(b) the level of existing skills of the students;
(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and
(d) the use of technology in providing alternative instruction or evaluation.

9.29 - reviewed at campus level

9.29 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).

9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

3-3-200 EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.
ACADEMIC ADMINISTRATIVE CENTER

3-3-202. Education Requirements. The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

9.31 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

If No, insert the section number in parentheses and explain:

3-3-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

9.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ NA, (no students in the second year)

If No, insert the section number in parentheses and explain:

9.34 Are the second-year courses based upon appropriate first-year prerequisites?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

ACADEMIC ASSOCIATE'S DEGREES ONLY

3-4-201. Objectives. The objectives of an associate's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-4-202. Education Requirements. The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other
Criteria is in paragraph preceding questions

<table>
<thead>
<tr>
<th>ACADEMIC ADMINISTRATIVE CENTER</th>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>institutions may be granted.</td>
<td></td>
</tr>
<tr>
<td>There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.</td>
<td></td>
</tr>
<tr>
<td>9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?</td>
<td>9.35 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<td>9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?</td>
<td>9.36 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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</tbody>
</table>

3-4-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-4-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

| 9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? | 9.37 - reviewed at AAC |
| □ Yes □ No |                                                   |
| If No, insert the section number in parentheses and explain: |                                                   |

9.38 - reviewed at campus level

| 9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? | 9.38 |
| □ Yes □ No □ Not Applicable (no students in the second year) |                                                   |
| If No, insert the section number in parentheses and explain: |                                                   |

9.39 Are the second-year courses based upon appropriate first-year prerequisites?

| □ Yes □ No □ Not applicable |                                                   |
| If No, insert the section number in parentheses and explain: |                                                   |
### ACADEMIC ADMINISTRATIVE CENTER

#### BACHELOR’S DEGREES ONLY

**3-5-201. Objectives.** The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

**3-5-202. Education Requirements.** The minimum number of credits required for the bachelor's degree shall be at least 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.

9.40  Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If No, insert the section number in parentheses and explain:

9.41  Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If No, insert the section number in parentheses and explain:

9.42  If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>(institution offers all four years of the degree)</th>
</tr>
</thead>
</table>

If No, insert the section number in parentheses and explain:

---

**3-5-203. Curriculum.** The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

**3-5-204. Enrollment.** Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

9.44 - reviewed at campus level

Questions to specific standards for AAC and Campus CAMPUS

9.43 - reviewed at AAC

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes  ☐ No  ☐ N.A. (no students in the third and fourth years)

If No, insert the section number in parentheses and explain:

9.45 - reviewed at AAC

9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

9.45 - reviewed at AAC

**MASTER'S DEGREES ONLY**

3-6-300 - NATURE OF GRADUATE EDUCATION

The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.

3-6-300 - ORGANIZATION AND ADMINISTRATION

3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

9.46 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

9.46 - reviewed at AAC

3-6-302. Program Administration. The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

9.47 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?

9.47 - reviewed at AAC
### Criteria is in paragraph preceding questions

<table>
<thead>
<tr>
<th>ACADEMIC ADMINISTRATIVE CENTER</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.48 Does this person have appropriate academic or experiential qualifications?</td>
<td>9.48 - reviewed at AAC</td>
</tr>
<tr>
<td>[ ] Yes [ ] No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
<tr>
<td>9.49 Is the time devoted to the administration of the educational programs sufficient?</td>
<td>9.49 - reviewed at AAC</td>
</tr>
<tr>
<td>[ ] Yes [ ] No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
</tbody>
</table>

### 3-6-4-400—EDUCATIONAL ACTIVITIES

3-6-401. Objectives. The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.

| 9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives? | 9.50 - reviewed at AAC |
| [ ] Yes [ ] No | |
| If No, insert the section number in parentheses and explain: | |

### 3-6-402. Program Development.

Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

| 9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master's degree policies, procedures, and curricula? | 9.51 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula? |
| [ ] Yes [ ] No | [ ] Yes [ ] No |
| If No, insert the section number in parentheses and explain: | If No, insert the section number in parentheses and explain: |

### 3-6-403. Education Requirements.

The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

| 9.52 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required? | 9.52 - reviewed at AAC |
| [ ] Yes [ ] No | |
| If No, insert the section number in parentheses and explain: | |
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER
If No, insert the section number in parentheses and explain:

Questions to specific standards for AAC and Campus

CAMPUS

3-6-404. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-405. Enrollment. Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.

9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.55 Are the course prerequisites appropriate?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-501. Preparation. The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

3-6-502. Assignments. Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master's program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.

Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.

9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?

☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at campus level

If No, insert the section number in parentheses, list the faculty and course, and explain:

9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?

☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at AAC

If No, insert the section number in parentheses, list the faculty and course, and explain:
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>9.57   Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?</td>
<td>9.57   Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at campus level</td>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at AAC</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>9.58   Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?</td>
<td>9.58   Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at campus level</td>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at AAC</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
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</table>

**GENERAL COMMENTS:**

**GENERAL COMMENTS:**
REPORT QUESTIONS

Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

9. PROGRAM EVALUATION
Bachelor of Science in Project Management
(Residence Program)

Questions to specific standards for AAC and Campus CAMPUS

9. PROGRAM EVALUATION

[Name of Credential] in [Program Title]

ALL PROGRAMS

3-1-500-EDUCATIONAL ACTIVITIES

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to

(a) which programs hold specialized or programmatic accreditation;

(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located.

For on-line programs, this information must be provided for all states from which the institution enrolls students; and

(c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

2-1-809. STUDENT ACHIEVEMENT REVIEW

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention, placement, and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution’s students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council’s requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council’s standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. PROGRAM PLANNING

Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes, all campuses ☐ Yes, some campuses ☒ No

If Yes, list the relevant campuses.

If Yes, describe how the program provides students

If No for this campus, does the Campus

See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

(a) Is there a federal or state licensing agency established pass rate for this program?

☐ Yes, all campuses  ☐ Yes, some campuses  ☐ No

(b) If Yes, list the federal or state licensing agencies and their respective pass rates.

(c) What are this program’s pass rates for the past three years? *(duplicate as needed)*

<table>
<thead>
<tr>
<th>State</th>
<th>Year</th>
<th>Pass rate</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Not Available</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Year</th>
<th>Pass rate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not Available</td>
<td></td>
</tr>
</tbody>
</table>

(d) Do the current year’s program pass rates meet the minimum pass rate set by the council standard of 60%?

☐ Yes, all campuses  ☐ Yes, some campuses  ☐ No

List the campuses that fell below standard:

If No, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

If No., insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

Questions to specific standards for AAC and Campus CAMPUS

3-1-511. Program Administration. The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

9.02 Who is developed the academic program(s), and what are this person’s qualifications?

The curriculum for these programs is developed by a curriculum committee which has members representing various ITT campuses at which these degree programs are offered. The curriculum committee is also responsible for continuous improvement of the curriculum, and also for dealing with any unscheduled upgrades/modification of the curriculum. The curriculum committee is headed by the national chair for the School of Information Technology.

Mr. Wenzhuang Liu is the national chair of the School of Information Technology at ITT Technical Institutes. Before assuming this role in 2009, Mr. Liu worked as the director of curriculum development from 2005 to 2009, and corporate curriculum manager from 1999 to 200d, at ITT. He also worked as senior network analyst at ITT for nine years. Mr. Liu worked in a number of academic and administrative positions at four institutions in China, New Zealand and U.S.A. between 1982 and 1997.

Mr. Liu got the bachelor of arts degree in English and Literature form Xi’An Foreign languages University (China). Mr. Liu received a Master of Arts degree in Student Personnel Administration in Higher Education, and Master of Science degree in Information and Communications Science from Ball State University.

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

9.03 Does this individual possess appropriate academic or experiential qualifications?

[ ] Yes  [ ] No

If No, insert the section number in parentheses and explain:

9.04 Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)?

[ ] Yes  [ ] No

If No, insert the section number in parentheses and explain:

Mr. Liu indicated that the curriculum committee has sufficient authority and responsibility for development of these educational programs.

9.06 Does this individual possess appropriate academic or experiential qualifications?

[ ] Yes  [ ] No

If No, insert the section number in parentheses and explain:

9.04 Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)?

[ ] Yes  [ ] No

If No, insert the section number in parentheses and explain:

The curriculum for these programs has input from campuses of ITT during the development process.

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

[ ] Yes  [ ] No

If No, insert the section number in parentheses and explain:

2-1-809. Student Achievement Review. The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

(c) Resources of the community shall be utilized to enrich the program.

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:

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:
VER. May 1, 2011 ACICS INITIAL, REEVALUATION, OR BRANCH INCLUSION REPORT Page 5 of 19

Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

(a) Student retention rate of 62% at all campuses?
    □ Yes □ No

(b) Student placement rate of 58% at all campuses?
    □ Yes □ No

If No for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) include data, analysis and activities to meet or exceed the relevant standard:
    □ Yes □ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

Questions to specific standards for AAC and Campus CAMPUS

(a) Student retention rate of 62%
    □ Yes □ No □ Not applicable (new branch only)

(b) Student placement rate of 58%
    □ Yes □ No □ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
    □ Yes □ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

9.07 Is there a policy for developing community resource involvement at the campus level for this program?
    □ Yes □ No

If No insert section number in parentheses and explain:

9.08 Are these resources sufficient?
    □ Yes □ No

If No, insert the section number in parentheses and explain:

3-1-513. Program Development. The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of instruction. For practicums, externships, and internships, institutions are required to develop 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. The Council's expectations for detailed syllabi, independent study, practicums, externships, and internships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language.)

Glossary Definitions

Practicum. A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.

Independent Study. Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student’s grasp of the subject matter. Under the supervision of a faculty member, a learning contract shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study courses are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.

Syllabus. A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus...
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus

**CAMPUS**

Criteria is in paragraph preceding questions

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

[ ] Yes [ ] No

If No, insert the section number in parentheses and explain:

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

[ ] Yes [ ] No

If No, insert the section number in parentheses and explain:

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

[ ] Yes [ ] No [ ] NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:

9.12 Does the program use independent studies?

[ ] Yes [ ] No (Skip to Question 9.13.)

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

[ ] Yes [ ] No [ ] NA

If No, insert the section number in parentheses and explain:

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

[ ] Yes [ ] No

If No, insert the section number in parentheses and explain:
9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?  
☑ Yes ☐ No  
If No, insert the section number in parentheses and explain:

9.16 Is an appropriately detailed master syllabus on file for each course?  
☑ Yes ☐ No  
If No, insert the section number in parentheses, list the courses, and explain:

9.17 - reviewed at campus level

9.18 - reviewed at campus level

9.19 - reviewed at campus level (remotely, prior to visit)

Questions to specific standards for AAC and Campus CAMPUS

9.15 Are course prerequisites being followed?  
☐ Yes ☐ No  
If No, insert the section number in parentheses and explain:

9.16 Is an appropriately detailed syllabus on file for each course?  
☐ Yes ☐ No  
If No, insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?  
☐ Yes ☐ No  
If No, insert the section number in parentheses and explain:

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?  
☐ Yes ☐ No  
If No, insert the section number in parentheses and explain:

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?  
☐ Yes ☐ No ☐ NA, (there have been no graduates)  
(a) How many calls to employers or graduates were attempted?  
(b) How many calls to employers or graduates were successful?  
(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
### 3-1-530 - INSTRUCTION

3-1-531. Instructional Tools. Institutions shall:

- (a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;
- (b) ensure academic freedom and other conditions favorable for effective classroom instruction;
- (c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and
- (d) comply with applicable copyright laws in the use of instructional materials.

### Questions to Specific Standards for AAC and Campus

<table>
<thead>
<tr>
<th>9.20 - reviewed at campus level</th>
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</thead>
</table>

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

- Yes
- No
- Not Applicable

If No, insert "Section 3-1-303(a)" in parentheses and explain:

---

### 3-1-532. Instructional Components

Required instructional components shall include:

- (a) systematic planning;
- (b) well-defined instructional objectives;
- (c) the selection and use of appropriate learning materials;
- (d) appropriate modes of instructional delivery;
- (e) the use of appropriate assessment strategies; and
- (f) the use of appropriate experiences.

<table>
<thead>
<tr>
<th>9.21 - reviewed at AAC</th>
</tr>
</thead>
</table>

9.21 Are the following appropriate to adequately support the number and nature of the program?

- Facilities
  - Yes
  - No
  - NA, reviewed at campus

- Instructional equipment
  - Yes
  - No

- Resources
  - Yes
  - No

- Personnel
  - Yes
  - No

If No for any item, insert the section number in parentheses and explain:

---
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

- (a) Systematic planning.
  - Yes [x] No [ ]

- (b) Well-defined instructional objectives.
  - Yes [x] No [ ]

- (c) The selection and use of appropriate and current learning materials.
  - Yes [x] No [ ]

- (d) Appropriate modes of instructional delivery.
  - Yes [x] No [ ]

- (e) The use of appropriate assessment strategies.
  - Yes [x] No [ ]

- (f) The use of appropriate experiences.
  - Yes [x] No [ ]

If No for any item, insert the section number in parentheses and explain:

### Questions to specific standards for AAC and Campus CAMPUS

3-1-541. **Faculty Preparation.** Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

3-2-102. **Field Preparation.** Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

3-2-103. **Subject Preparation.** Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

3-2-104. **Assignments.** The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

- (a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

- (b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

- (c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-3-302. **Assignments.** During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

- (a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

- (b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

- (c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.
### 3-4-302. Assignments

During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

### 3-5-302. Assignments

During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

### NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

<table>
<thead>
<tr>
<th>9.23</th>
<th>Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>If No, insert the section number in parentheses, list the faculty and course, and explain:</td>
</tr>
</tbody>
</table>

This was confirmed by the national chair of the School of Information Technology.

### NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

<table>
<thead>
<tr>
<th>9.24</th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>If No, insert the section number in parentheses, list the faculty and course, and explain:</td>
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### NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

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<tbody>
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<td>☐ Yes ☐ No</td>
<td>If No, insert the section number in parentheses, list the faculty and course, and explain:</td>
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### Criteria is in paragraph preceding questions

#### ACADEMIC ADMINISTRATIVE CENTER

<table>
<thead>
<tr>
<th>9.25</th>
<th>Is the size of the faculty appropriate to the total student enrollment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes □ No</td>
<td>If No, insert the section number in parentheses, list the faculty and course, and explain:</td>
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</tbody>
</table>

#### Questions to specific standards for AAC and Campus CAMPUS

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<tr>
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</thead>
<tbody>
<tr>
<td>☐ Yes □ No</td>
<td>If No, insert the section number in parentheses, list the faculty and course, and explain:</td>
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</table>

#### FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

<table>
<thead>
<tr>
<th>9.26</th>
<th>Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes □ No □ NA, hiring responsibility is at campus level</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

#### FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

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<th>Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes □ No □ NA, hiring responsibility is at AAC</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

#### ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S, DEGREES ONLY

3-4-303, 3-5-303, & 3-6-503. Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

<table>
<thead>
<tr>
<th>9.27</th>
<th>Are teaching loads reasonable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes □ No</td>
<td>If No, insert the section number in parentheses, list the faculty and courses, and explain:</td>
</tr>
</tbody>
</table>

#### for nondegree programs AND occupational ASSOCIATE’S DEGREES only

### INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

#### 3-2-100 - FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

3-2-101 & 3-3-303. Teaching Load. An instructor’s teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC ADMINISTRATIVE CENTER</td>
<td>CAMPUS</td>
</tr>
<tr>
<td>more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.</td>
<td></td>
</tr>
<tr>
<td>9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?</td>
<td>9.28 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses, list the instructor and course, and explain:</td>
<td>If No, insert the section number in parentheses, list the instructor and course, and explain:</td>
</tr>
</tbody>
</table>

### 3-2-106 & 3-3-305. Student-Teacher Ratio

The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;

(b) the level of existing skills of the students;

(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and

(d) the use of technology in providing alternative instruction or evaluation.

9.29 - reviewed at campus level

### 9.29 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).

9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

□ Yes □ No

If No, insert the section number in parentheses and explain:

9.30 - reviewed at AAC

### OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

#### 3-3-200-EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate's degree program are an extension of the Institution's awareness of its mission and its application to its constituencies. An Institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. Education Requirements. The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

9.31 Is the number of hours required to complete the occupational associate's degree at least 60 semester

9.31 - reviewed at AAC
ACADEMIC ADMINISTRATIVE CENTER

Criteria is in paragraph preceding questions

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

If No, insert the section number in parentheses and explain:

ACADEMIC ASSOCIATE'S DEGREES ONLY

3-3-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-3-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

9.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ NA, (no students in the second year)

If No, insert the section number in parentheses and explain:

9.34 Are the second-year courses based upon appropriate first-year prerequisites?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

ACADEMIC ASSOCIATE'S DEGREES ONLY
### Criteria is in paragraph preceding questions

<table>
<thead>
<tr>
<th>ACADEMIC ADMINISTRATIVE CENTER</th>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?</td>
<td>9.35 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No</td>
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<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<td>9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?</td>
<td>9.36 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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</tr>
<tr>
<td>3-4-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curriculum offerings require appropriate use of library resources.</td>
<td></td>
</tr>
<tr>
<td>3-4-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.</td>
<td></td>
</tr>
<tr>
<td>9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</td>
<td>9.37 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<td>9.38 - reviewed at campus level</td>
<td></td>
</tr>
<tr>
<td>9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?</td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No □ Not Applicable (no students in the second year)</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
<tr>
<td>9.39 Are the second-year courses based upon appropriate first-year prerequisites?</td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No □ Not applicable</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
</tbody>
</table>

**BACHELOR'S DEGREES ONLY**

3-5-201. Objectives. The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals.
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus

and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-5-202. Education Requirements. The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses.

Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.

9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

Yes ☒ No ☐

If No, insert the section number in parentheses and explain:

9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes ☒ No ☐

If No, insert the section number in parentheses and explain:

9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes ☒ No ☐ ☐ NA, (institution offers all four years of the degree)

If No, insert the section number in parentheses and explain:

3-5-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-5-204. Enrollment. Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.

9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes ☒ No ☐
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER
If No, insert the section number in parentheses and explain:

9.44 - reviewed at campus level

9.44 Is enrollment in the third and fourth years of the bachelor’s program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes  ☐ No  ☐ N A, (no students in the third and fourth years)
If No, insert the section number in parentheses and explain:

9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?

☐ Yes  ☐ No
If No, insert the section number in parentheses and explain:

MASTER'S DEGREES ONLY

3-6-100 - NATURE OF GRADUATE EDUCATION

The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.

3-6-300 - ORGANIZATION AND ADMINISTRATION

3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

9.46 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?

☐ Yes  ☐ No
If No, insert the section number in parentheses and explain:

9.46 - reviewed at AAC

3-6-302. Program Administration. The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

9.47 Who is assigned to oversee the administration of the master’s program, and what are this person’s qualifications?

9.47 - reviewed at AAC

9.48 Does this person have appropriate academic or experiential qualifications?

☐ Yes  ☐ No
If No, insert the section number in parentheses and explain:

9.48 - reviewed at AAC
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

<table>
<thead>
<tr>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.49 Is the time devoted to the administration of the educational programs sufficient?</td>
</tr>
<tr>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

#### 3-6-400 - EDUCATIONAL ACTIVITIES

3-6-401. Objectives. The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.

9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives? | 9.50 - reviewed at AAC |
| [ ] Yes [ ] No |
| If No, insert the section number in parentheses and explain: |

#### 3-6-402. Program Development.

Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master’s degree policies, procedures, and curricula? | 9.51 Are the graduate program faculty directly involved in the development and modification of the master’s degree policies, procedures, and curricula? |
| [ ] Yes [ ] No |
| If No, insert the section number in parentheses and explain: |

#### 3-6-403. Education Requirements.

The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

9.52 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required? | 9.52 - reviewed at AAC |
| [ ] Yes [ ] No |
| If No, insert the section number in parentheses and explain: |

#### 3-6-404. Curriculum.

The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
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</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
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<tr>
<td>9.53 Does the curriculum quantitatively and</td>
<td>9.53 - reviewed at AAC</td>
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<tr>
<td>qualitatively approximate the standards at</td>
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<tr>
<td>other collegiate institutions offering the</td>
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<td>same degree?</td>
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<td>☐ Yes ☐ No</td>
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<td>If No, insert the section number in</td>
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<td>parentheses and explain:</td>
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<tr>
<td>3-6-405. Enrollment. Enrollment in</td>
<td>9.54 - reviewed at AAC</td>
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<tr>
<td>graduate-level courses must be sufficient</td>
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<td>to support regularly scheduled and conducted</td>
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<td>classes and laboratory work. Graduate-</td>
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<td>level courses shall be offered and shall be</td>
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<td>based on appropriate prerequisites.</td>
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<tr>
<td>☐ Yes ☐ No</td>
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<tr>
<td>If No, insert the section number in</td>
<td></td>
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<tr>
<td>parentheses and explain:</td>
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<tr>
<td>9.54 Is enrollment in the master's program</td>
<td>9.55 Are the course prerequisites appropriate?</td>
</tr>
<tr>
<td>sufficient to support regularly scheduled</td>
<td>☐ Yes ☐ No</td>
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<tr>
<td>classes and laboratory work?</td>
<td>If No, insert the section number in</td>
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<tr>
<td>☐ Yes ☐ No</td>
<td>parentheses and explain:</td>
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<td>If No, insert the section number in</td>
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<tr>
<td>parentheses and explain:</td>
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<tr>
<td>9.55 Are the course prerequisites being</td>
<td>9.55 Are the course prerequisites being followed?</td>
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<tr>
<td>followed?</td>
<td>☐ Yes ☐ No</td>
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<tr>
<td>If No, insert the section number in</td>
<td>If No, insert the section number in</td>
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<tr>
<td>parentheses and explain:</td>
<td>parentheses and explain:</td>
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<tr>
<td>3-6-501. Preparation. The institution shall</td>
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<tr>
<td>have an adequate and competent faculty</td>
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<td>working under conditions that encourage the</td>
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<tr>
<td>best efforts of each individual. In</td>
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<td>judging competence of faculty, consideration</td>
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<td>shall be given to the academic preparation</td>
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<tr>
<td>and experience of each instructor.</td>
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<tr>
<td>3-6-502. Assignments. Instructors shall be</td>
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<tr>
<td>assigned in terms of their major and minor</td>
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<tr>
<td>areas of academic preparation and related</td>
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<td>experience. The size of the faculty shall</td>
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<tr>
<td>be appropriate for the graduate enrollment.</td>
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<tr>
<td>All master's program faculty should have</td>
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<td>appropriate graduate degrees, and the number</td>
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<td>with terminal degrees should be appropriate</td>
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<td>for the graduate enrollment. At least one-</td>
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<td>half of the graduate-level courses are to be</td>
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<td>taught by faculty possessing terminal</td>
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<tr>
<td>degrees. Professional certification is not a</td>
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<tr>
<td>substitute for a terminal degree. The</td>
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<td>institution also should encourage graduate</td>
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<tr>
<td>faculty members to engage in scholarly</td>
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<tr>
<td>research and to publish in professional</td>
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<td>journals.</td>
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<tr>
<td>Faculty who do not possess appropriate</td>
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<tr>
<td>graduate degrees may be assigned to teach in</td>
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<tr>
<td>master's degree programs if they have</td>
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<tr>
<td>exceptional practical or professional</td>
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<tr>
<td>experience in the assigned field or if the</td>
<td></td>
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<tr>
<td>assigned field is one in which graduate</td>
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<tr>
<td>degrees are not widely available. In either</td>
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<tr>
<td>case, the burden is on the institution to</td>
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<tr>
<td>demonstrate and justify the qualifications</td>
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<tr>
<td>of the faculty to teach their assigned</td>
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<tr>
<td>courses. Faculty assigned under this exception</td>
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<tr>
<td>are not considered to have the equivalent of</td>
<td></td>
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<tr>
<td>a terminal degree.</td>
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<tr>
<td>9.56 Do all faculty members possess a</td>
<td>9.56 Do all faculty members possess a graduate</td>
</tr>
<tr>
<td>graduate degree in the field or related</td>
<td>degree in the field or related field of the</td>
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<tr>
<td>field of the courses they are teaching, and</td>
<td>courses they are teaching, and do a sufficient</td>
</tr>
<tr>
<td>do a sufficient number possess a terminal</td>
<td>number possess a terminal degree?</td>
</tr>
<tr>
<td>degree?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>☐ NA, faculty hiring responsibilities are at</td>
<td>☐ NA, faculty hiring responsibilities are at AAC</td>
</tr>
<tr>
<td>campus level</td>
<td>If No, insert the section number in</td>
</tr>
<tr>
<td>If No, insert the section number in</td>
<td>parentheses and list the</td>
</tr>
<tr>
<td>parentheses and explain:</td>
<td>faculty and course, and explain:</td>
</tr>
<tr>
<td>9.57 Do faculty possessing terminal degrees</td>
<td>9.57 Do faculty possessing terminal degrees</td>
</tr>
<tr>
<td>teach at least one-half of all graduate-</td>
<td>teach at least one-half of all graduate-level</td>
</tr>
<tr>
<td>level courses?</td>
<td>courses?</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>☐ NA, faculty hiring responsibilities are at</td>
<td>☐ NA, faculty hiring responsibilities are at AAC</td>
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<tr>
<td>campus level</td>
<td>If No, insert the section number in</td>
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<tr>
<td>If No, insert the section number in</td>
<td>parentheses and list the</td>
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<tr>
<td>parentheses and explain:</td>
<td>faculty and course, and explain:</td>
</tr>
<tr>
<td>Criteria is in paragraph preceding questions</td>
<td>Questions to specific standards for AAC and Campus</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

9.58 Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?

- [ ] Yes
- [ ] No
- [ ] NA, faculty hiring responsibilities are at campus level

If No, insert the section number in parentheses and explain:

**GENERAL COMMENTS:**

**GENERAL COMMENTS:**

ED00025905
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

9. PROGRAM EVALUATION

Bachelor of Science in Construction Management (residence program)

Bachelor of Science in Construction Management (online program)

Associate of Applied Science in Drafting and Design Technology (residence program)

Associate of Applied Science in Drafting and Design Technology (online program)

Associate of Applied Science in Computer Drafting and Design

Associate of Applied Science in Construction Technology (online program)

ALL PROGRAMS

3-1-500-EDUCATIONAL ACTIVITIES

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to:

(a) which programs hold specialized or programmatic accreditation;

(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and

(c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

2-1-809. STUDENT ACHIEVEMENT REVIEW

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

ED00025906
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

**Questions to specific standards for AAC and Campus CAMPUS**

Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

#### 9.01 Is licensure, certification or registration required to practice in the specific career field?

<table>
<thead>
<tr>
<th></th>
<th>Yes, all campuses</th>
<th>Yes, some campuses</th>
<th>X No</th>
</tr>
</thead>
</table>

If Yes, list the relevant campuses.

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.

(a) Is there a federal or state licensing agency established pass rate for this program?

<table>
<thead>
<tr>
<th></th>
<th>Yes, all campuses</th>
<th>Yes, some campuses</th>
<th>No</th>
</tr>
</thead>
</table>

(b) If Yes, list the federal or state licensing agencies and their respective pass rates.

(c) What are this program's pass rates for the past three years? *(duplicate as needed)*

<table>
<thead>
<tr>
<th>State:</th>
<th>Year:</th>
<th>Pass rate:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Not Available</td>
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</table>

<table>
<thead>
<tr>
<th>State:</th>
<th>Year:</th>
<th>Pass rate:</th>
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<td></td>
<td></td>
<td>Not Available</td>
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</table>

<table>
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<tr>
<th>State:</th>
<th>Year:</th>
<th>Pass rate:</th>
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<tr>
<td></td>
<td></td>
<td>Not Available</td>
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</table>

(d) Do the current year’s program pass rates meet the minimum pass rate set by the council

<table>
<thead>
<tr>
<th></th>
<th>See response from AAC</th>
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<tbody>
<tr>
<td>(a)</td>
<td>See response from AAC</td>
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<td>(b)</td>
<td>See response from AAC</td>
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<tr>
<td>(c)</td>
<td>See response from AAC</td>
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<tr>
<td>(d)</td>
<td>See response from AAC</td>
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</tbody>
</table>

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

standard of 60%?

☐ Yes, all campuses  ☐ Yes, some campuses  ☐ No

List the campuses that fell below standard:

If No, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

---

**3-1-511. Program Administration.** The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

9.02 Who developed the academic program(s), and what are this person's qualifications?

All construction management, construction technology, computer drafting, and drafting and design programs are included in the School of Drafting and Design. Mr. Thomas Bledsaw is the national chair for the school. Mr. Bledsaw possesses both a bachelor of science and a master of science in Industrial Technology. He has eight years of profession-related experience and 20 years of education experience as both a faculty member teaching drafting and CAD courses and as an administrator.

Curricular modifications can be initiated by the faculty through a cooperate level School of Drafting and Design committee comprised of discipline specific faculty members from the thirteen districts encompassing the geographic areas covered by ITT institutions. Faculty members are also encouraged to suggest curricular modifications through a faculty collaborative portal. Curricular modifications required by software updates are typically initiated by the national chair or the national director of curriculum development. A curriculum team comprised of subject matter experts, many of whom are ITT faculty members, incorporate modifications into the course support materials which include the syllabus, instructor guide, assignments, and tests.

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

9.03 Does this individual possess appropriate academic or experiential qualifications?

- [ ] Yes  [ ] No

If No, insert the section number in parentheses and explain:

9.04 Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)?

- [ ] Yes  [ ] No

If No, insert the section number in parentheses and explain:

9.05 - reviewed at campus level

**CAMPUS**

9.03 Does this individual possess appropriate academic or experiential qualifications?

- [ ] Yes  [ ] No

If No, insert the section number in parentheses and explain:

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

- [ ] Yes  [ ] No

If No, insert the section number in parentheses and explain:

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

- [ ] Yes  [ ] No

If No, insert the section number in parentheses and explain:

---

2-1-809. **Student Achievement Review.** The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention, placement, and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to develop an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines that the institution no longer complies with the Council's requirements for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance with the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. **Program Planning.** Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

(c) Resources of the community shall be utilized to enrich the program.

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 62% at all campuses?

- [ ] Yes  [ ] No

(b) Student placement rate of 58% at all campuses?

- [ ] Yes  [ ] No  [ ] Not applicable (new branch only)
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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<th></th>
<th>Yes</th>
<th>No</th>
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<tr>
<td><strong>9.07</strong> Is there a policy for developing community resource involvement at the campus level for this program?</td>
<td>X</td>
<td>Yes</td>
</tr>
<tr>
<td>If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:</td>
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**Questions to specific standards for AAC and Campus CAMPUS**

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<tr>
<td>If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:</td>
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### 3-1-513. Program Development.**
The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of instruction. For practice, externships, and internships, institutions are required to develop 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. The Council's expectations for detailed syllabi, independent study, practica, externships, and internships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language.)

### Glossary Definitions

**Practicum.** A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.

**Independent Study.** Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.

**Syllabus.** A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course pre-requisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.
ACADEMIC ADMINISTRATIVE CENTER

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

X Yes □ No

If No, insert the section number in parentheses and explain:

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

X Yes □ No

If No, insert the section number in parentheses and explain:

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

□ Yes □ No □ NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:

9.12 Does the program use independent studies?

X Yes □ No (Skip to Question 9.13.)

Questions to specific standards for AAC and Campus CAMPUS

9.09 - reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

□ Yes □ No

If No, insert the section number in parentheses and explain:

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

□ Yes □ No □ NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:

9.12 - reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

□ Yes □ No □ NA

If No, insert the section number in parentheses and explain:

9.14 - reviewed at AAC

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

X Yes □ No

If No, insert the section number in parentheses and explain:

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?

□ Yes □ No
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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<th>Criteria</th>
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<td>9.16</td>
<td>X</td>
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If No, insert the section number in parentheses and explain:

- 9.16 Is an appropriately detailed **master** syllabus on file for each course?
  - X Yes
  - 0 No

If No, insert the section number in parentheses, list the courses, and explain:

- 9.17 - reviewed at campus level

- 9.18 - reviewed at campus level

- 9.19 - reviewed at campus level (remotely, prior to visit)

Questions to specific standards for AAC and Campus

CAMPUS

If No, insert the section number in parentheses and explain:

- 9.16 Is an appropriately detailed syllabus on file for each course?
  - □ Yes
  - □ No

If No, insert the section number in parentheses, list the courses, and explain:

- 9.17 Do students confirm that they receive a course syllabus and that it is followed?
  - □ Yes
  - □ No

If No, insert the section number in parentheses and explain:

- 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?
  - □ Yes
  - □ No

If No, insert the section number in parentheses and explain:

- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
  - □ Yes
  - □ No
  - □ NA, (there have been no graduates)

  (a) How many calls to employers or graduates were attempted?

  (b) How many calls to employers or graduates were successful?

  (c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

If No, insert "Section 3-1-303(a)" in parentheses and explain:
9.20 - reviewed at campus level

9.20  Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

☐ Yes  ☐ No  ☐ Not Applicable

If No, insert “Section 3-1-303(a)” in parentheses and explain:

3-1-530 - INSTRUCTION

3-1-531. Instructional Tools. Institutions shall:

(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;

(b) ensure academic freedom and other conditions favorable for effective classroom instruction;

(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and

(d) comply with applicable copyright laws in the use of instructional materials.

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities  ☑ Yes  ☐ No  ☐ NA, reviewed at campus

(b) Instructional equipment  ☑ Yes  ☐ No  ☐ NA, reviewed at campus

(c) Resources  ☑ Yes  ☐ No

(d) Personnel  ☑ Yes  ☐ No  ☐ NA, reviewed at campus

If No for any item, insert the section number in parentheses and explain:

3-1-532. Instructional Components. Required instructional components shall include:

(a) systematic planning;

(b) well-defined instructional objectives;

(c) the selection and use of appropriate learning materials;

(d) appropriate modes of instructional delivery;

(e) the use of appropriate assessment strategies; and

(f) the use of appropriate experiences.

9.22 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

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<th>Criteria</th>
<th>Yes</th>
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<tr>
<td>(b) Well-defined instructional objectives.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(c) The selection and use of appropriate and current learning materials.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(d) Appropriate modes of instructional delivery.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(e) The use of appropriate assessment strategies.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>(f) The use of appropriate experiences.</td>
<td>Yes</td>
<td>No</td>
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If No for any item, insert the section number in parentheses and explain:

3-1-541. Faculty Preparation. Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

3-2-102. Field Preparation. Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

3-2-103. Subject Preparation. Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

3-2-104. Assignments. The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-3-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-4-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty...
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

shall be appropriate to the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

3-5-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.24 Are 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:

9.25 Is the size of the faculty appropriate to the total student enrollment?

☐ Yes ☐ No

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.24 Are 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:

9.25 Is the size of the faculty appropriate to the total student enrollment?

☐ Yes ☐ No
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER
If No, insert the section number in parentheses, list the faculty and course, and explain:

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC
ASSOCIATE'S, BACHELOR'S AND MASTER'S
DEGREES ONLY

3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

X Yes □ No □ NA, hiring responsibility is at campus level

If No, insert the section number in parentheses and explain:

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND
MASTER'S DEGREES ONLY

3-3-303, 3-5-303, & 3-6-503. Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

9.27 Are teaching loads reasonable?

□ Yes □ No

If No, insert the section number in parentheses, list the faculty and courses, and explain:

for nondegree programs AND occupational ASSOCIATE'S DEGREES only

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

3-2-100 - FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

3-2-101 & 3-3-303. Teaching Load. An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload)
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

of one subject allowed with additional compensation?)

☐ Yes ☐ No

If No, insert the section number in parentheses, list the instructor and course, and explain:

Questions to specific standards for AAC and Campus CAMPUS

with additional compensation)?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the instructor and course, and explain:

3-2-106 & 3-3-305. Student-Teacher Ratio. The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;
(b) the level of existing skills of the students;
(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and
(d) the use of technology in providing alternative instruction or evaluation.

9.29 - reviewed at campus level

9.29 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).

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

3-3-200. EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. Education Requirements. The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

9.31 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

9.31 - reviewed at AAC
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus CAMPUS

3-3-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-3-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

9.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ NA, (no students in the second year)

If No, insert the section number in parentheses and explain:

9.34 Are the second-year courses based upon appropriate first-year prerequisites?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

ACADEMIC ASSOCIATE'S DEGREES ONLY

9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

ACADEMIC ASSOCIATE'S DEGREES ONLY

3-4-201. Objectives. The objectives of an associate's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-4-202. Education Requirements. The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.

9.35 - reviewed at AAC

9.35 - reviewed at AAC
Criteria is in paragraph preceding questions

Questions to specific standards for AAC and Campus

ACADEMIC ADMINISTRATIVE CENTER

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<th>X Yes</th>
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</table>

If No, insert the section number in parentheses and explain:

9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

| X Yes | ☐ No |

If No, insert the section number in parentheses and explain:

3-4-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-4-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

| X Yes | ☐ No |

If No, insert the section number in parentheses and explain:

9.38 - reviewed at campus level

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ Not Applicable (no students in the second year)

If No, insert the section number in parentheses and explain:

9.39 Are the second-year courses based upon appropriate first-year prerequisites?

| X Yes | ☐ No | ☐ Not applicable |

If No, insert the section number in parentheses and explain:

BACHELOR'S DEGREES ONLY

3-5-201. Objectives. The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives:

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-5-202. Education Requirements. The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other
Criteria is in paragraph preceding questions
ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus
CAMPUS

Institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.

9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

X Yes □ No

If No, insert the section number in parentheses and explain:

9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

X Yes □ No

If No, insert the section number in parentheses and explain:

9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

□ Yes □ No X NA, (institution offers all four years of the degree)

If No, insert the section number in parentheses and explain:

3-5-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-5-204. Enrollment. Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.

9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

X Yes □ No

If No, insert the section number in parentheses and explain:

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?</td>
<td>scheduled classes and laboratory work?</td>
</tr>
<tr>
<td>☑ Yes ☐ No</td>
<td>☐ Yes ☐ No ☐ N A, (no students in the third and fourth years)</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

**MASTER'S DEGREES ONLY**

3-6-100--NATURE OF GRADUATE EDUCATION

The awarding of a master’s degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.

3-6-300--ORGANIZATION AND ADMINISTRATION

3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

| 9.46 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program? | 9.46 - reviewed at AAC |
| ☐ Yes ☐ No | ☐ Yes ☐ No |
| If No, insert the section number in parentheses and explain: | If No, insert the section number in parentheses and explain: |

3-6-302. Program Administration. The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

| 9.47 Who is assigned to oversee the administration of the master’s program, and what are this person’s qualifications? | 9.47 - reviewed at AAC |
| 9.48 Does this person have appropriate academic or experiential qualifications? | 9.48 - reviewed at AAC |
| ☐ Yes ☐ No | ☐ Yes ☐ No |
| If No, insert the section number in parentheses and explain: | If No, insert the section number in parentheses and explain: |

| 9.49 Is the time devoted to the administration of the educational programs sufficient? | 9.49 - reviewed at AAC |
### ACADEMIC ADMINISTRATIVE CENTER

**Criteria is in paragraph preceding questions**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.50 Are the program, courses, and services appropriate to the institution’s mission and to its specific goals and objectives?</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
</tbody>
</table>

If No, insert the section number in parentheses and explain:

#### 3-6-4-400 - EDUCATIONAL ACTIVITIES

**3-6-401. Objectives.** The objectives of a master’s degree program reflect the application of an institution’s mission to its constituencies. An institution applying for the inclusion of a master’s degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master’s degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student’s ability to integrate and apply the subject matter.

9.50 Are the program, courses, and services appropriate to the institution’s mission and to its specific goals and objectives?  
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

#### 3-6-402. Program Development.

Graduate faculty must be directly involved in the development and modification of master’s degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master’s degree policies, procedures, and curricula?  
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

#### 3-6-403. Education Requirements.

The minimum number of credits required for the master’s degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master’s degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

9.52 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?  
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

#### 3-6-404. Curriculum.

The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master’s degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
☐ Yes ☐ No

9.50 - reviewed at AAC

9.51 Are the graduate program faculty directly involved in the development and modification of the master’s degree policies, procedures, and curricula?  
☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.52 - reviewed at AAC

9.53 - reviewed at AAC
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

Questions to specific standards for AAC and Campus CAMPUS

3-6-405. Enrollment. Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.

9.54 Is enrollment in the master’s program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.55 Are the course prerequisites appropriate?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-501. Preparation. The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

3-6-502. Assignments. Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master’s program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.

Faculty who do not possess appropriate graduate degrees may be assigned to teach in master’s degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.

9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?

☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at campus level

If No, insert the section number in parentheses, list the faculty and course, and explain:

9.57 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at campus level

If No, insert the section number in parentheses and explain:

9.58 Does the institution encourage graduate faculty

9.56 - reviewed at AAC

9.55 Are the course prerequisites being followed?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.57 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at AAC

If No, insert the section number in parentheses and explain:

9.58 Does the institution encourage graduate faculty
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER
members to engage in scholarly research and to publish in professional journals?

☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at campus level

If No, insert the section number in parentheses and explain:

GENERAL COMMENTS:

Questions to specific standards for AAC and Campus

CAMPUS
members to engage in scholarly research and to publish in professional journals?

☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at AAC

If No, insert the section number in parentheses and explain:

GENERAL COMMENTS:
### REPORT QUESTIONS

**Criteria is in paragraph preceding questions**

**ACADEMIC ADMINISTRATIVE CENTER**

<table>
<thead>
<tr>
<th>9. PROGRAM EVALUATION</th>
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</thead>
<tbody>
<tr>
<td>Bachelors of Science - Digital Entertainment and Game Design</td>
</tr>
<tr>
<td>Associate of Applied Science - Graphic Associate of Applied Science - Communications and Design</td>
</tr>
<tr>
<td>Associate of Applied Science - Visual Communications</td>
</tr>
<tr>
<td>Associate of Applied Science - Web Design Technology (online)</td>
</tr>
<tr>
<td>Associate of Applied Science - Web Design (Online Program)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Name of Credential] in [Program Title]</td>
</tr>
</tbody>
</table>

**ALL PROGRAMS**

3-1-500 - EDUCATIONAL ACTIVITIES

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to:

(a) which programs hold specialized or programmatic accreditation;

(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located.

For on-line programs, this information must be provided for all states from which the institution enrolls students; and

(c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

2-1-809. STUDENT ACHIEVEMENT REVIEW

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention, placement, and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution’s students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council’s requirements for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council’s standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. PROGRAM PLANNING

Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

<table>
<thead>
<tr>
<th>9.01 Is licensure, certification or registration required to practice in the specific career field?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) See response from AAC</td>
</tr>
</tbody>
</table>

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • T: 202.336.6780 • F: 202.642.2593 • www.acics.org
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

☐ Yes, all campuses  ☐ Yes, some campuses  □ No

If Yes, list the relevant campuses.

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.

(a) Is there a federal or state licensing agency established pass rate for this program?

☐ Yes, all campuses  ☐ Yes, some campuses  □ No

(b) If Yes, list the federal or state licensing agencies and their respective pass rates.

(c) What are this program’s pass rates for the past three years? (duplicate as needed)

State:
Year:
Pass rate:
Not Available

State:
Year:
Pass rate:
Not Available

State:
Year:
Pass rate:
Not Available

(d) Do the current year’s program pass rates meet the minimum pass rate set by the council standard of 60%?

☐ Yes, all campuses  ☐ Yes, some campuses  □ No

List the campuses that fell below standard:

Questions to specific standards for AAC and Campus

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(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.
Criteria is in paragraph preceding questions

<table>
<thead>
<tr>
<th>ACADEMIC ADMINISTRATIVE CENTER</th>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>If No, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?</td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.</td>
<td></td>
</tr>
</tbody>
</table>

3-1-511. Program Administration. The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

9.02 Who is developed the academic program(s), and what are this person’s qualifications?

Thomas Bledsaw is the national program manager for the School of Drafting & Design at the headquarters of ITT. Thomas has a Bachelor’s of Science in Industrial Technology and a Master’s of Science in Industrial Technology. He is in charge of overseeing all programs provided to the campuses.

9.03 Does this individual possess appropriate academic or experiential qualifications?

□ Yes □ No

If No, insert the section number in parentheses and explain:

Thomas is qualified for all drafting degrees, but he does not have any formal experience in Digital Entertainment, Game Development, or Web Development which is included in his program he is in charge of.

However, there are two subject matter experts utilized and are qualified to exhibit guidance in the development of these programs.

9.04 Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)?

□ Yes □ No

If No, insert the section number in parentheses and explain:

9.05 - reviewed at campus level

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

9.03 Does this individual possess appropriate academic or experiential qualifications?

□ Yes □ No

If No, insert the section number in parentheses and explain:

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

□ Yes □ No

If No, insert the section number in parentheses and explain:

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
## Criteria is in paragraph preceding questions

### ACADEMIC ADMINISTRATIVE CENTER

### Questions to specific standards for AAC and Campus

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If No, insert the section number in parentheses and explain:

### 2-1-809. Student Achievement Review

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention, placement, and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirements for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the timeframe described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

### 3-1-512. Program Planning

Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, coursework, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

(c) Resources of the community shall be utilized to enrich the program.

#### 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 62% at all campuses? |
| Yes | No |
| (a) Student placement rate of 58% at all campuses? |
| Yes | No |

If No for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) include data, analysis, and activities to meet or exceed the relevant standard:

| Yes | No |

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

#### 9.07

| Is there a policy for developing community resource involvement at the campus level for this program? |
|---|---|---|
| Yes | No |

If No insert section number in parentheses and explain:
### Criteria is in paragraph preceding questions

#### ACADEMIC ADMINISTRATIVE CENTER

#### Questions to specific standards for AAC and Campus CAMPUS

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<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Explanation</th>
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</thead>
<tbody>
<tr>
<td>9.08 Are these resources sufficient?</td>
<td>Yes or No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?</td>
<td>Yes or No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?</td>
<td>Yes or No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.11 For programs that include practica, externships, or internships, does the institution have a written and</td>
<td>Yes or No</td>
<td></td>
</tr>
</tbody>
</table>
Questions to specific standards for AAC and Campus

CAMPUS

mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☑ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:

9.12 - reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☐ NA

If No, insert the section number in parentheses and explain:

9.14 - reviewed at AAC

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☑ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.15 Are course prerequisites being followed?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.15 - reviewed at AAC

9.16 Is an appropriately detailed syllabus on file for each course?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the courses, and explain:

9.16 - reviewed at campus level

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.17 - reviewed at AAC

9.18 Questions to specific standards for AAC and Campus

ACADEMIC ADMINISTRATIVE CENTER

mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☒ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:

9.12 Does the program use independent studies?

☒ Yes ☐ No (Skip to Question 9.13.)

9.14 - reviewed at AAC

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.14 - reviewed at AAC

9.16 Is an appropriately detailed master syllabus on file for each course?

☒ Yes ☐ No

If No, insert the section number in parentheses, list the courses, and explain:

9.16 - reviewed at campus level

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.17 - reviewed at AAC

9.18 Questions to specific standards for AAC and Campus

ACADEMIC ADMINISTRATIVE CENTER

mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☒ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:

9.12 Does the program use independent studies?

☒ Yes ☐ No (Skip to Question 9.13.)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.14 - reviewed at AAC

9.15 Are course prerequisites being followed?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.15 - reviewed at AAC

9.16 Is an appropriately detailed syllabus on file for each course?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the courses, and explain:

9.16 - reviewed at campus level

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.17 - reviewed at AAC
Questions to specific standards for AAC and Campus

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

- Yes
- No

If No, insert the section number in parentheses and explain:

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

- Yes
- No
- NA, (there have been no graduates)

(a) How many calls to employers or graduates were attempted?

(b) How many calls to employers or graduates were successful?

(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

If No, insert “Section 3-1-303(a)” in parentheses and explain:

9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

- Yes
- No
- Not Applicable

If No, insert “Section 3-1-303(a)” in parentheses and explain:

3-1-530- INSTRUCTION

3-1-531: Instructional Tools. Institutions shall:

(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;

(b) ensure academic freedom and other conditions favorable for effective classroom instruction;

(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program;

and

(d) comply with applicable copyright laws in the use of instructional materials.

9.21 Are the following appropriate to adequately support
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

the number and nature of the program?

(a) Facilities
☐ Yes ☐ No ☒ NA, reviewed at campus

(b) Instructional equipment
☐ Yes ☐ No ☒ NA, reviewed at campus

(c) Resources
☒ Yes ☐ No

(d) Personnel
☐ Yes ☐ No ☒ NA, reviewed at campus

If No for any item, insert the section number in parentheses and explain:

Questions to specific standards for AAC and Campus CAMPUS

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:

3-1-532. Instructional Components. Required instructional components shall include:

(a) systematic planning;
(b) well-defined instructional objectives;
(c) the selection and use of appropriate learning materials;
(d) appropriate modes of instructional delivery;
(e) the use of appropriate assessment strategies; and
(f) the use of appropriate experiences.

9.22 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

If No for any item, insert the section number in parentheses and explain:
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus CAMPUS

3-1-541. Faculty Preparation. Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

3-2-102. Field Preparation. Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

3-2-103. Subject Preparation. Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

3-2-104. Assignments. The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-3-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-4-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

3-5-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

**NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

---

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

---

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☐ Yes ☐ No ☐ NA, hiring responsibility is at campus level

If No, insert the section number in parentheses and explain:

---

**Questions to specific standards for AAC and Campus CAMPUS**

**NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

---

**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

---

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☐ Yes ☐ No ☐ NA, hiring responsibility is at AAC

If No, insert the section number in parentheses and explain:
### Criteria is in paragraph preceding questions

#### ACADEMIC ADMINISTRATIVE CENTER

<table>
<thead>
<tr>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
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</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY</strong></td>
</tr>
</tbody>
</table>

3-4-303, 3-5-303, & 3-6-503. Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

9.27 - reviewed at campus level

<table>
<thead>
<tr>
<th>9.27 Are teaching loads reasonable?</th>
</tr>
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<tbody>
<tr>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

If No, insert the section number in parentheses, list the faculty and courses, and explain:

#### ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.27 for nondegree programs AND occupational ASSOCIATE'S DEGREES only

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

#### 3-2-100 - FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

3-2-101 & 3-3-303. Teaching Load. An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

9.28 - reviewed at campus level

<table>
<thead>
<tr>
<th>9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?</th>
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<tr>
<td>□ Yes □ No</td>
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</table>

If No, insert the section number in parentheses, list the instructor and course, and explain:

#### 3-2-106 & 3-3-305. Student-Teacher Ratio. The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;

(b) the level of existing skills of the students;

(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and

(d) the use of technology in providing alternative instruction or evaluation.

9.29 - reviewed at campus level

<table>
<thead>
<tr>
<th>9.29 What is the current student/teacher ratio?</th>
</tr>
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</table>

(Calculate the student/teacher ratio by using the following formula:

Add the Number of students enrolled in the program-specific
9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

3-3-200: EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate’s degree program are an extension of the institution’s awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate’s degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate’s degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. Education Requirements. The minimum number of credits required for the occupational associate’s degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

9.31 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

If No, insert the section number in parentheses and explain:

3-3-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate’s degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate’s degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-3-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

9.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

9.32 - reviewed at AAC

9.33 - reviewed at AAC
<table>
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<tr>
<th>Criteria</th>
<th>Questions to specific standards for AAC and Campus</th>
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<td>ACADEMIC ADMINISTRATIVE CENTER</td>
<td>CAMPUS</td>
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<td>Questions to specific standards for AAC and Campus</td>
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<td>ACADEMIC ASSOCIATE'S DEGREES ONLY</td>
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<td></td>
<td>ACADEMIC ASSOCIATE'S DEGREES ONLY</td>
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<tr>
<td><strong>3-4-201. Objectives.</strong> The objectives of an associate's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.</td>
<td></td>
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<tr>
<td><strong>3-4-202. Education Requirements.</strong> The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted. There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.</td>
<td></td>
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<tr>
<td><strong>3-4-203. Curriculum.</strong> The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.</td>
<td></td>
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<tr>
<td><strong>3-4-204. Enrollment.</strong> Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.</td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>9.34 Are the second-year courses based upon appropriate first-year prerequisites?</th>
<th>9.34 - reviewed at AAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?</td>
<td>9.35 - reviewed at AAC</td>
</tr>
<tr>
<td>☑ Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?</td>
<td>9.36 - reviewed at AAC</td>
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<tr>
<td>☑ Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate</td>
<td>9.37 - reviewed at AAC</td>
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<tr>
<td>Criteria is in paragraph preceding questions</td>
<td>Questions to specific standards for AAC and Campus</td>
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<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
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<td>institutions offering the same degree?</td>
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<tr>
<td>☒ Yes ☐ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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<td></td>
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<tr>
<td>9.38 - reviewed at campus level</td>
<td>9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?</td>
<td></td>
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<tr>
<td></td>
<td>☐ Yes ☐ No ☐ Not Applicable (no students in the second year)</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
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</tr>
<tr>
<td>9.39 Are the second-year courses based upon appropriate first-year prerequisites?</td>
<td>9.39 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?</td>
<td></td>
</tr>
<tr>
<td>☒ Yes ☐ No ☐ Not applicable</td>
<td>☒ Yes ☐ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
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<tr>
<td>9.40 - reviewed at AAC</td>
<td>9.41 - reviewed at AAC</td>
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</tbody>
</table>
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

of concentration?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

☐ Yes ☐ No ☒ NA, (institution offers all four years of the degree)

If No, insert the section number in parentheses and explain:

3-5-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-5-204. Enrollment. Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.

9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes ☐ No ☒ NA, (no students in the third and fourth years)

If No, insert the section number in parentheses and explain:

9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

MASTER'S DEGREES ONLY

3-6-100. NATURE OF GRADUATE EDUCATION

The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Designed to teach research skills should be included.

**3-6-300-ORGANIZATION AND ADMINISTRATION**

3-6-301. **Committee Oversight.** The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

9.46 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If No, insert the section number in parentheses and explain:

9.46 - reviewed at AAC

**3-6-302. Program Administration.** The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

9.47 Who is assigned to oversee the administration of the master’s program, and what are this person’s qualifications?

9.48 Does this person have appropriate academic or experiential qualifications?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
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</table>

If No, insert the section number in parentheses and explain:

9.48 - reviewed at AAC

9.49 Is the time devoted to the administration of the educational programs sufficient?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If No, insert the section number in parentheses and explain:

9.49 - reviewed at AAC

**3-6-400-EDUCATIONAL ACTIVITIES**

3-6-401. **Objectives.** The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.

9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</table>

If No, insert the section number in parentheses and explain:

9.50 - reviewed at AAC

**3-6-402. Program Development.** Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.
9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master’s degree policies, procedures, and curricula?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

3-6-403. Education Requirements. The minimum number of credits required for the master’s degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master’s degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

9.52 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

3-6-404. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

3-6-405. Enrollment. Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.

9.54 Is enrollment in the master’s program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

9.55 Are the course prerequisites appropriate?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

3-6-501. Preparation. The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

**3-5-502. Assignments.** Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master's program faculty shall have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.

Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.

<table>
<thead>
<tr>
<th>Question</th>
<th>AAC Calculation</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.56</strong> Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?</td>
<td>[ ] Yes  [ ] No  [ ] NA, faculty hiring responsibilities are at campus level</td>
<td>If No, insert the section number in parentheses, list the faculty and course, and explain:</td>
</tr>
<tr>
<td><strong>9.57</strong> Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?</td>
<td>[ ] Yes  [ ] No  [ ] NA, faculty hiring responsibilities are at campus level</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td><strong>9.58</strong> Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?</td>
<td>[ ] Yes  [ ] No  [ ] NA, faculty hiring responsibilities are at campus level</td>
<td>If No, insert the section number in parentheses and explain:</td>
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</tr>
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</table>

**GENERAL COMMENTS:**
REPORT QUESTIONS

Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

9. PROGRAM EVALUATION

Associate of Science in Nursing
Bachelor of Science in Nursing

ALL PROGRAMS

3-1-500 - EDUCATIONAL ACTIVITIES

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curricula must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to

(a) which programs hold specialized or programmatic accreditation;

(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located.

For online programs, this information must be provided for all states from which the institution enrolls students; and

(c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

2-1-809. STUDENT ACHIEVEMENT REVIEW

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. Where this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. PROGRAM PLANNING

Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes, all campuses   ☐ Yes, some campuses   ☐ No

If Yes, list the relevant campuses.

This requirement is relevant for all campuses that offer the nursing program(s).

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus...
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 Associate of Science in Nursing program prepares graduates to become licensed registered nurses after successfully passing the National Council Licensure Examination - Registered Nurse (NCLEX-RN). The curriculum provides a balance of didactic theory and practical skills training in the laboratory and at 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 caregiver, 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.

Students in the Bachelor of Science in Nursing program have already passed the NCLEX-RN and are licensed as registered nurses as a requirement for admission into the program.

(a) Is there a federal or state licensing agency established pass rate for this program?

☐ Yes, all campuses  ☐ Yes, some campuses  ☐ No

(b) If Yes, list the federal or state licensing agencies and their respective pass rates.

The NCLEX-RN is a national computerized test that is required for licensure to practice as a registered nurse in all states. The examination council has established criteria for pass rates.

(c) What are this program’s pass rates for the past three years? (duplicate as needed)

The institution was not required to submit a composite IAR, therefore this information could not be ascertained.

(d) Do the current year’s program pass rates meet the minimum pass rate set by the council standard of 60%?

☐ Yes, all campuses  ☐ Yes, some campuses  ☐ No

List the campuses that fell below standard:
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

See letter 'c' above.

If No, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

3-1-511. Program Administration. The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

9.02 Who is developed the academic program(s), and what are this person’s qualifications?

The curricula for the nursing programs were developed by the corporate chair of health sciences at the time as well as several nursing educators/consultants in the field. The process involved concept exploration, research, and content development in collaboration with the corporate staff responsible for curriculum development including the chief academic officer, the vice president for curriculum development, and the directors of curriculum development for general studies and distance education. Based upon a review of their personnel files, these individuals are qualified for their positions.

Ms. Faye McHaney is the interim national chair for the Breckenridge School of Nursing. Ms. McHaney has an Associate of Science in Nursing, a Bachelor of Science in Nursing, and a Master of Science in Nursing from the University of Mobile, and a Doctorate of Nursing Practice from the University of South Alabama. Ms. McHaney is a registered nurse, an advanced registered nurse practitioner, and a certified family nurse practitioner with 18 years of experience in the field.

The process of curriculum development is ongoing. Faculty members from individual campuses provide direct input through the faculty portal and local campus faculty meetings. Representatives from the 13 regional curriculum committees meet annually with the national chair to discuss and refine curriculum.

The corporation also makes use of local advisory
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Committees consisting of industry professionals to determine local employer expectations, changing technology, and student outcomes in curriculum.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes
- No

If No, insert the section number in parentheses and explain:

9.04 Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)?
- Yes
- No

If No, insert the section number in parentheses and explain:

9.05 - reviewed at campus level

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 62% at all campuses?
- Yes
- No

Questions to specific standards for AAC and Campus CAMPUS

9.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes
- No

If No, insert the section number in parentheses and explain:

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
- Yes
- No

If No, insert the section number in parentheses and explain:

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes
- No

If No, insert the section number in parentheses and explain:

2-3-809. Student Achievement Review. The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention, placement, and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines that the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 5. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected in the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

(c) Resources of the community shall be utilized to enrich the program.

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 62%?
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

(a) Student placement rate of 58% at all campuses?
☐ Yes ☐ No

If No for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) include data, analysis and activities to meet or exceed the relevant standard:
☐ Yes ☐ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

9.07 Is there a policy for developing community resource involvement at the campus level for this program?
☒ Yes ☐ No

If No insert section number in parentheses and explain:

The corporate policy for the use of community resources includes the use of advisory committees at each campus that meet a minimum of twice annually to provide evaluative feedback to the nursing program(s). The committee must be composed of at least seven representatives from health facilities and clinical sites used by the program and members of the community that represent the nursing profession.

The national chair for the nursing program trains the nursing chairs at each site to monitor the use of community resources to include at least two activities per quarter. The expectation is that guest speakers and field trips are an integral part of each course.

The Associate of Science in Nursing program uses local healthcare facilities to provide concurrent clinical experiences as part of each nursing care course. The clinical practices provide students with opportunities for application of theory in clinical practice and for development of critical reasoning, integration of values and roles, problem solving, technical skill competency, communication, and collegial relationship skills across a variety of healthcare settings.

The nursing chair is responsible for assisting the campuses in identifying and establishing suitable clinical sites at a variety of healthcare facilities, including inpatient and community based providers. The sites are generally contracted at least six months prior to the first clinical experience. Clinical sites must meet the requirements specified by the board of nursing regulations in each state. In addition, some states require approval by the board before they can

Questions to specific standards for AAC and Campus

CAMPUS

(b) Student placement rate of 58%
☐ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
☐ Yes ☐ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

9.07 List the community resources and how they are utilized to enrich the program(s).
Formal clinical agreements/contracts are negotiated and signed between the campus and the clinical site. The contract stipulates the responsibilities of each party, general information about the clinical experience, terms and termination acknowledgements, insurance requirements, and nondiscrimination statements. These contracts are subject to renewal based on the length of contract, as determined by the agency.

Students enrolled in the clinical courses also sign agreements of risk and release detailing expectations for eligibility, conduct, and responsibilities.

9.08 Are these resources sufficient?
☐ Yes  ☐ No
If No, insert the section number in parentheses and explain:

Glossary Definitions

Practicum. A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.

Independent Study. Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.

Syllabus. A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or

9.09 - reviewed at AAC
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

both?

☑ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☑ Yes ☐ No

If No, insert the section number in parentheses and explain:

For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☑ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:

9.12 Does the program use independent studies?

☐ Yes ☒ No (*Skip to Question 9.13.*)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☑ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?

☑ Yes ☐ No

If No, insert the section number in parentheses and explain:

Questions to specific standards for AAC and Campus

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:

9.12 - reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☐ NA

If No, insert the section number in parentheses and explain:

9.14 - reviewed at AAC

9.15 Are course prerequisites being followed?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>9.16 Is an appropriately detailed master syllabus on file for each course?</strong></td>
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</tr>
<tr>
<td>□ Yes  □ No</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses, list the courses, and explain:</td>
<td>If No, insert the section number in parentheses, list the courses, and explain:</td>
</tr>
<tr>
<td>9.17 - reviewed at campus level</td>
<td>9.17 Do students confirm that they receive a course syllabus and that it is followed?</td>
</tr>
<tr>
<td>9.17 - reviewed at campus level</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>9.18 - reviewed at campus level</td>
<td>9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?</td>
</tr>
<tr>
<td>9.18 - reviewed at campus level</td>
<td>□ Yes  □ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>9.19 - reviewed at campus level (remotely, prior to visit)</td>
<td>9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?</td>
</tr>
<tr>
<td>9.19 - reviewed at campus level (remotely, prior to visit)</td>
<td>□ Yes  □ No □ NA, (there have been no graduates)</td>
</tr>
<tr>
<td>(a) How many calls to employers or graduates were attempted?</td>
<td>(a) How many calls to employers or graduates were attempted?</td>
</tr>
<tr>
<td>(b) How many calls to employers or graduates were successful?</td>
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<tr>
<td>(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.</td>
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<td>If No, insert “Section 3-1-303(a)” in parentheses and explain:</td>
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</tr>
<tr>
<td>9.20 - reviewed at campus level</td>
<td>9.20 Was documentation on file to verify graduates classified on the CAR as “not available for</td>
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<td>9.20 - reviewed at campus level</td>
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<tr>
<td>9.20 - reviewed at campus level</td>
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ED00025950
3-1-530 - INSTRUCTION

3-1-531. Instructional Tools. Institutions shall:

(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;

(b) ensure academic freedom and other conditions favorable for effective classroom instruction;

(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and

(d) comply with applicable copyright laws in the use of instructional materials.

9.21 Are the following appropriate to adequately support the number and nature of the program?

<table>
<thead>
<tr>
<th></th>
<th>Facilities</th>
</tr>
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<tbody>
<tr>
<td>(a)</td>
<td>Yes</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Instructional equipment</th>
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<tbody>
<tr>
<td>(b)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th></th>
<th>Resources</th>
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<tbody>
<tr>
<td>(c)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

If No for any item, insert the section number in parentheses and explain:

9.22 Are the following elements appropriately incorporated into the instructional components of the program?

<table>
<thead>
<tr>
<th></th>
<th>Systematic planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Well-defined instructional objectives.</th>
</tr>
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<tbody>
<tr>
<td>(b)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

3-1-532. Instructional Components. Required instructional components shall include:

(a) systematic planning;

(b) well-defined instructional objectives;

(c) the selection and use of appropriate learning materials;

(d) appropriate modes of instructional delivery;

(e) the use of appropriate assessment strategies; and

(f) the use of appropriate experiences.

9.22 - reviewed at AAC
### Criteria is in paragraph preceding questions

<table>
<thead>
<tr>
<th>ACADEMIC ADMINISTRATIVE CENTER</th>
<th>CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Yes ☐ No</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>e) The selection and use of appropriate and current learning materials.</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>d) Appropriate modes of instructional delivery.</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>e) The use of appropriate assessment strategies.</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>f) The use of appropriate experiences.</td>
<td>☒ Yes ☐ No</td>
</tr>
</tbody>
</table>

If No for any item, insert the section number in parentheses and explain:

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### 3-1-541. Faculty Preparation

Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

### 3-2-102. Field Preparation

Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

### 3-2-103. Subject Preparation

Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

### 3-2-104. Assignments

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

- **(a)** A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.
- **(b)** A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.
- **(c)** Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

### 3-3-302. Assignments

During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

- **(a)** A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.
- **(b)** A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.
- **(c)** Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

### 3-4-302. Assignments

During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

3-5-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

The national nursing chair is qualified for the position. The team did not review faculty qualifications at the AAC.

9.25 Is the size of the faculty appropriate to the total student enrollment?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

9.25 Is the size of the faculty appropriate to the total student enrollment?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

faculty and course, and explain:

The team did not review faculty composition.

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY**

3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

- [ ] Yes
- [ ] No
- [x] NA, hiring responsibility is at campus level

If No, insert the section number in parentheses and explain:

**ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

3-4-303, 3-5-303, & 3-6-503. Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

9.27 - reviewed at campus level

For nondegree programs AND occupational ASSOCIATE'S DEGREES only

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

3-2-100 - FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

3-2-101 & 3-3-303. Teaching Load. An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

**For nondegree programs AND occupational ASSOCIATE'S DEGREES only**

9.28 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

compensation)?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the instructor and course, and explain:

3-2-106 & 3-3-305. Student-Teacher Ratio. The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;

(b) the level of existing skills of the students;

(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and

(d) the use of technology in providing alternative instruction or evaluation.

9.29 - reviewed at campus level

Questions to specific standards for AAC and Campus

CAMPUS

☑ Yes ☐ No

If No, insert the section number in parentheses, list the instructor and course, and explain:

9.29 - reviewed at campus level

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).

9.30 - reviewed at AAC

Is the current student-teacher ratio reasonable for the mode of delivery and course content?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.30 - reviewed at AAC

OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

3-3-200 - EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate’s degree program are an extension of the institution’s awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate’s degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate’s degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. Education Requirements. The minimum number of credits required for the occupational associate’s degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

9.31 - reviewed at AAC

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

If No, insert the section number in parentheses and explain:
3-3-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate’s degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of Institutions offering occupational associate’s degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-3-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

9.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ NA, (no students in the second year)

If No, insert the section number in parentheses and explain:

9.34 Are the second-year courses based upon appropriate first-year prerequisites?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-4-201. Objectives. The objectives of an associate’s degree program reflect the application of an institution’s mission to its constituencies. An institution applying for the inclusion of an academic associate’s degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-4-202. Education Requirements. The minimum number of credits required for the academic associate’s degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.

9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

☐ Yes ☐ No
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>9.36 - reviewed at AAC</td>
</tr>
<tr>
<td>9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?</td>
<td>9.36 - reviewed at AAC</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>9.37 - reviewed at AAC</td>
</tr>
<tr>
<td>3-4-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.</td>
<td></td>
</tr>
<tr>
<td>3-4-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.</td>
<td></td>
</tr>
<tr>
<td>9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</td>
<td>9.37 - reviewed at AAC</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?</td>
</tr>
<tr>
<td>☐ Yes ☐ No ☐ Not Applicable (no students in the second year)</td>
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<tr>
<td>9.38 - reviewed at campus level</td>
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<tr>
<td>9.39 Are the second-year courses based upon appropriate first-year prerequisites?</td>
<td>9.39 Are the second-year courses based upon appropriate first-year prerequisites?</td>
</tr>
<tr>
<td>☒ Yes ☐ No ☐ Not applicable</td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>9.39 Are the second-year courses based upon appropriate first-year prerequisites?</td>
</tr>
<tr>
<td>☒ Yes ☐ No ☐ Not applicable</td>
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<tr>
<td><strong>BACHELOR'S DEGREES ONLY</strong></td>
<td><strong>BACHELOR'S DEGREES ONLY</strong></td>
</tr>
<tr>
<td>3-5-201. Objectives. The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.</td>
<td></td>
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<tr>
<td>Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.</td>
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<tr>
<td>3-5-202. Education Requirements. The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.</td>
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<tr>
<td>Criteria is in paragraph preceding questions</td>
<td>Questions to specific standards for AAC and Campus</td>
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<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.</td>
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<tr>
<td>9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?</td>
<td>9.40 - reviewed at AAC</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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</tr>
<tr>
<td>9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?</td>
<td>9.41 - reviewed at AAC</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
<tr>
<td>9.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?</td>
<td>9.42 - reviewed at AAC</td>
</tr>
<tr>
<td>☒ Yes ☐ No ☐ NA, (institution offers all four years of the degree)</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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</tbody>
</table>

3-5-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-5-204. Enrollment. Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.

9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? | 9.43 - reviewed at AAC  |
| ☒ Yes ☐ No |
| If No, insert the section number in parentheses and explain: | |

9.44 - reviewed at campus level 9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
### Criteria is in paragraph preceding questions

#### ACADEMIC ADMINISTRATIVE CENTER

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?</td>
<td>Yes</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

#### MASTER'S DEGREES ONLY

### 3-6-100 - NATURE OF GRADUATE EDUCATION

The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.

### 3-6-300 - ORGANIZATION AND ADMINISTRATION

3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.46 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?</td>
<td>Yes</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

### 3-6-302. Program Administration.

The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.47 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?</td>
<td>Yes</td>
<td>9.47 - reviewed at AAC</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.48 Does this person have appropriate academic or experiential qualifications?</td>
<td>Yes</td>
<td>9.48 - reviewed at AAC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.49 Is the time devoted to the administration of the educational programs sufficient?</td>
<td>Yes</td>
<td>9.49 - reviewed at AAC</td>
</tr>
</tbody>
</table>
3-6-400—EDUCATIONAL ACTIVITIES

3-6-401. Objectives. The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.

9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

3-6-402. Program Development. Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master's degree policies, procedures, and curricula?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

3-6-403. Education Requirements. The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

9.52 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

3-6-404. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes  ☐ No

9.50 - reviewed at AAC

9.51

9.52 - reviewed at AAC

9.53 - reviewed at AAC
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

<table>
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<tr>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
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<tbody>
<tr>
<td><strong>3-6-405. Enrollment.</strong> Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>9.54</th>
<th>Is enrollment in the master’s program sufficient to support regularly scheduled classes and laboratory work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td><strong>If No, insert the section number in parentheses and explain:</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>9.55</th>
<th>Are the course prerequisites appropriate?</th>
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<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td><strong>If No, insert the section number in parentheses and explain:</strong></td>
<td></td>
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</tbody>
</table>

### 3-6-501. Preparation. The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

### 3-6-502. Assignments. Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master’s program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.

Faculty who do not possess appropriate graduate degrees may be assigned to teach in master’s degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.

<table>
<thead>
<tr>
<th>9.56</th>
<th>Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td><strong>If No, insert the section number in parentheses, list the faculty and course, and explain:</strong></td>
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<tr>
<th>9.57</th>
<th>Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ No</td>
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<td><strong>If No, insert the section number in parentheses and explain:</strong></td>
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</table>

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<tr>
<th>9.58</th>
<th>Does the institution encourage graduate faculty members to engage in scholarly research and to</th>
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<tr>
<th>9.54 - reviewed at AAC</th>
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<tr>
<td><strong>If No, insert the section number in parentheses, list the faculty and course, and explain:</strong></td>
<td></td>
</tr>
</tbody>
</table>

| ☐ Yes | ☐ No | ☐ NA, faculty hiring responsibilities are at AAC |
| **If No, insert the section number in parentheses and explain:** |

<p>| ☐ Yes | ☐ No | ☐ NA, faculty hiring responsibilities are at AAC |
| <strong>If No, insert the section number in parentheses and explain:</strong> |</p>
<table>
<thead>
<tr>
<th>ACADEMIC ADMINISTRATIVE CENTER</th>
<th>Questions to specific standards for AAC and Campus</th>
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<tbody>
<tr>
<td>publish in professional journals?</td>
<td>publish in professional journals?</td>
</tr>
<tr>
<td>☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at campus level</td>
<td>☐ Yes ☐ No ☐ NA, faculty hiring responsibilities are at AAC</td>
</tr>
</tbody>
</table>

If No, insert the section number in parentheses and explain:

GENERAL COMMENTS:

GENERAL COMMENTS:
### REPORT QUESTIONS

<table>
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<tr>
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<td>CAMPUS</td>
</tr>
</tbody>
</table>

#### 9. PROGRAM EVALUATION

Bachelor of Science in Criminal Justice (Residence and Online)

- Bachelor of Science in Criminal Justice - Cyber Security (Residence and Online)
- Associate of Applied Science in Criminal Justice (Residence and Online)
- Associate of Applied Science in Criminology and Forensic Technology (Residence and Online)
- Associate of Applied Science in Paralegal (Residence and Online)
- Associate of Applied Science in Paralegal Studies (Residence and Online)

**ALL PROGRAMS**

<table>
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<tr>
<th>3-1-500 - EDUCATIONAL ACTIVITIES</th>
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For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus

CAMPUS

institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to

(a) which programs hold specialized or programmatic accreditation;

(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and

(c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

2-1-809. STUDENT ACHIEVEMENT REVIEW

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. PROGRAM PLANNING

Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

9.01 Is licensure, certification or registration required to practice in the specific career field?

☐ Yes, all campuses  ☐ Yes, some campuses  ☒ No

If Yes, list the relevant campuses.

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.

(a) Is there a federal or state licensing agency established pass rate for this program?

☐ Yes, all campuses  ☐ Yes, some campuses  ☒ No

(b) If Yes, list the federal or state licensing agencies and their respective pass rates.

(c) What are this program's pass rates for the past three years? (duplicate as needed)

State:

Year:

Pass rate:

Not Available

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.
### ACADEMIC ADMINISTRATIVE CENTER

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<tr>
<th>State:</th>
<th>Year:</th>
<th>Pass rate:</th>
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<td>Not Available</td>
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<tr>
<td></td>
<td></td>
<td>Not Available</td>
</tr>
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</table>

(d) Do the current year’s program pass rates meet the minimum pass rate set by the council standard of 60%?

- [ ] Yes, all campuses  
- [X] Yes, some campuses  
- [ ] No

List the campuses that fell below standard:

If No, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

- [ ] Yes  
- [X] No

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

Not applicable

### Questions to specific standards for AAC and Campus CAMPUS

9.02 Who is developed the academic program(s), and what are this person’s qualifications?

Mrs. Chastity Miller is the national chair responsible for curriculum development and oversight for all of the criminal justice and paralegal programs. Mrs. Miller received a Masters of Criminal Justice from South University and a Bachelor of Science in Organizational Leadership from Bluffton College.

Mrs. Miller is a certified paralegal.

Mrs. Miller has over seven years of professional experience in the field.
2-1-809. Student Achievement Review. The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention, placement, and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice should also serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and institutions. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

(c) Resources of the community shall be utilized to enrich the program.

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 62% at all campuses?
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

- Yes  [ ] No

(a) Student placement rate of 58% at all campuses?

- Yes  [ ] No

If No for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) include data, analysis and activities to meet or exceed the relevant standard:

- Yes  [ ] No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

**Not Applicable for this institution.**

9.07 Is there a policy for developing community resource involvement at the campus level for this program?

- Yes  [ ] No

If No insert section number in parentheses and explain:

**Questions to specific standards for AAC and Campus CAMPUS**

- Yes  [ ] No  [ ] Not applicable (new branch only)

(b) Student placement rate of 58%

- Yes  [ ] No  [ ] Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

- Yes  [ ] No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

9.07 List the community resources and how they are utilized to enrich the program(s).

9.08 Are these resources sufficient?

- Yes  [ ] No

If No, insert the section number in parentheses and explain:

---

3-1-513. Program Development. The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of instruction. For practica, externships, and internships, institutions are required to develop 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. The Council's expectations for detailed syllabi, independent study, practica, externships, and internships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language.)

**Glossary Definitions**

**Practicum.** A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.

**Independent Study.** Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus

CAMPUSS

take independently should be limited.

**Syllabus.** A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

- [ ] Yes - [ ] No

If No, insert the section number in parentheses and explain:

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

- [ ] Yes - [ ] No

If No, insert the section number in parentheses and explain:

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

- [ ] Yes - [ ] No - [ ] NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:

9.12 Does the program use independent studies?

- [ ] Yes - [ ] No (Skip to Question 9.13.)

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

- [ ] Yes - [ ] No - [ ] NA

If No, insert the section number in parentheses and explain:

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

- [ ] Yes - [ ] No (reviewed at AAC)

9.14 - reviewed at AAC
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

× Yes □ No
If No, insert the section number in parentheses and explain:

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?

× Yes □ No
If No, insert the section number in parentheses and explain:

9.16 Is an appropriately detailed master syllabus on file for each course?

× Yes □ No
If No, insert the section number in parentheses, list the courses, and explain:

9.17 - reviewed at campus level

9.18 - reviewed at campus level

9.19 - reviewed at campus level (remotely, prior to visit)

Questions to specific standards for AAC and Campus CAMPUS

9.15 Are course prerequisites being followed?

□ Yes □ No
If No, insert the section number in parentheses and explain:

9.16 Is an appropriately detailed syllabus on file for each course?

□ Yes □ No
If No, insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?

□ Yes □ No
If No, insert the section number in parentheses and explain:

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

□ Yes □ No
If No, insert the section number in parentheses and explain:

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

□ Yes □ No □ NA, (there have been no graduates)

(a) How many calls to employers or graduates were attempted?

(b) How many calls to employers or graduates were successful?

(c) How many of the calls where contact was made with employers or graduates confirmed the
9.20 - reviewed at campus level

Questions to specific standards for AAC and Campus

EMPLOYMENT

9.20 - reviewed at campus level

Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☐ Not Applicable

If No, insert "Section 3-1-303(a)" in parentheses and explain:

3-1-530 - INSTRUCTION

3-1-531. Instructional Tools. Institutions shall:

(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;

(b) ensure academic freedom and other conditions favorable for effective classroom instruction;

(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program;

(d) comply with applicable copyright laws in the use of instructional materials.

9.21 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☐ Yes ☐ No ☐ NA, reviewed at campus

(b) Instructional equipment

☐ Yes ☐ No ☐ NA, reviewed at campus

(c) Resources

☐ Yes ☐ No

(d) Personnel

☐ Yes ☐ No ☐ NA, reviewed at campus

If No for any item, insert the section number in parentheses and explain:

3-1-532. Instructional Components. Required instructional components shall include:

(a) systematic planning;

(b) well-defined instructional objectives;

(c) the selection and use of appropriate learning materials;

(d) appropriate modes of instructional delivery;

(e) the use of appropriate assessment strategies; and
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

9.22 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
   [x] Yes  [ ] No
(b) Well-defined instructional objectives.
   [x] Yes  [ ] No
c) The selection and use of appropriate and current learning materials.
   [x] Yes  [ ] No
d) Appropriate modes of instructional delivery.
   [x] Yes  [ ] No
e) The use of appropriate assessment strategies.
   [x] Yes  [ ] No
(f) The use of appropriate experiences.
   [x] Yes  [ ] No

If No for any item, insert the section number in parentheses and explain:

9.22 - reviewed at AAC

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3-1-541. Faculty Preparation. Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

3-2-102. Field Preparation. Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

3-2-103. Subject Preparation. Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

3-2-104. Assignments. The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:
(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.
(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.
(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-3-302. Assignments. During any academic term, a faculty member shall not be assigned to teach more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:
(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.
(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required.
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The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-4-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

3-5-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

**NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY**

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<td>9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?</td>
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**NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY**

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<tr>
<td>9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?</td>
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<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses, list the faculty and course, and explain:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

and course, and explain:

9.25 Is the size of the faculty appropriate to the total student enrollment?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

Questions to specific standards for AAC and Campus CAMPUS

and course, and explain:

9.25 Is the size of the faculty appropriate to the total student enrollment?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☐ Yes ☐ No ☐ NA, hiring responsibility is at campus level

If No, insert the section number in parentheses and explain:

FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY

3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☐ Yes ☐ No ☐ NA, hiring responsibility is at AAC

If No, insert the section number in parentheses and explain:

ACADEMIC ASSOCIATE’S, BACHELOR’S, AND MASTER’S, DEGREES ONLY

3-4-303, 3-5-303, & 3-6-503. Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

9.27 Are teaching loads reasonable?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and courses, and explain:

for nondegree programs AND occupational ASSOCIATE’S DEGREES only

INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

3-2-100 - FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
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</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.</td>
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<tr>
<td>3-2-101 &amp; 3-3-303. Teaching Load. An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.</td>
<td></td>
</tr>
<tr>
<td>9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?</td>
<td>9.28 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses, list the instructor and course, and explain:</td>
<td>If No, insert the section number in parentheses, list the instructor and course, and explain:</td>
</tr>
<tr>
<td>3-2-106 &amp; 3-3-305. Student-Teacher Ratio. The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:</td>
<td></td>
</tr>
<tr>
<td>(a) the amount of lecture given by instructors in skills-building and practice classes;</td>
<td></td>
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<tr>
<td>(b) the level of existing skills of the students;</td>
<td></td>
</tr>
<tr>
<td>(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and</td>
<td></td>
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<tr>
<td>(d) the use of technology in providing alternative instruction or evaluation.</td>
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</tr>
<tr>
<td>9.29 - reviewed at campus level</td>
<td>9.29 What is the current student/teacher ratio?</td>
</tr>
<tr>
<td>(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).</td>
<td></td>
</tr>
<tr>
<td>9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?</td>
<td>9.30 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
</tbody>
</table>

**OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

3-3-200-EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. Education Requirements. The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

9.31 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

If No, insert the section number in parentheses and explain:

---

**ACADEMIC ASSOCIATE’S DEGREES ONLY**

3-4-201. Objectives. The objectives of an associate's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-4-202. Education Requirements. The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not
### Criteria is in paragraph preceding questions

#### ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus CAMPUS

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<thead>
<tr>
<th>Criteria</th>
<th>Questions</th>
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</thead>
<tbody>
<tr>
<td>9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?</td>
<td>Yes [☐] No [ ] 9.35 - reviewed at AAC</td>
</tr>
</tbody>
</table>

If No, insert the section number in parentheses and explain:

| 9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? | Yes [☐] No [ ] 9.36 - reviewed at AAC |

If No, insert the section number in parentheses and explain:

---

**3-4-203. Curriculum.** The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

**3-4-204. Enrollment.** Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

| 9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? | Yes [☐] No [ ] 9.37 - reviewed at AAC |

If No, insert the section number in parentheses and explain:

| 9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? | Yes [☐] No [ ] Not Applicable (no students in the second year) |

If No, insert the section number in parentheses and explain:

| 9.39 Are the second-year courses based upon appropriate first-year prerequisites? | Yes [☐] No [ ] Not applicable |

If No, insert the section number in parentheses and explain:

---

**BACHELOR'S DEGREES ONLY**

**3-5-201. Objectives.** The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

Questions to specific standards for AAC and Campus

for the inclusion of a bachelor’s degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

#### 3-5-202. Education Requirements

The minimum number of credits required for the bachelor’s degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses.

Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor’s degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor’s degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor’s degree upon graduation.

#### 9.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

- Yes □ No

If No, insert the section number in parentheses and explain:

#### 9.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

- Yes □ No

If No, insert the section number in parentheses and explain:

#### 9.42 If the institution offers only the last two years of the bachelor’s degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

- Yes □ No □ NA, (institution offers all four years of the degree)

If No, insert the section number in parentheses and explain:

### 3-5-203. Curriculum

The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

#### 3-5-204. Enrollment

Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.

#### 9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

- Yes □ No

9.43 - reviewed at AAC
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
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<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
<tr>
<td>9.44 - reviewed at campus level</td>
<td>9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td>☐ Yes ☐ No ☐ N A, (no students in the third and fourth years)</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?</td>
<td>9.45 - reviewed at AAC</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<td><strong>MASTER'S DEGREES ONLY</strong></td>
<td><strong>MASTER'S DEGREES ONLY</strong></td>
</tr>
<tr>
<td>3-6-100—NATURE OF GRADUATE EDUCATION</td>
<td>3-6-100—NATURE OF GRADUATE EDUCATION</td>
</tr>
<tr>
<td>The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.</td>
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<tr>
<td>3-6-300—ORGANIZATION AND ADMINISTRATION</td>
<td>3-6-300—ORGANIZATION AND ADMINISTRATION</td>
</tr>
<tr>
<td>3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.</td>
<td>3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.</td>
</tr>
<tr>
<td>9.46 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?</td>
<td>9.46 - reviewed at AAC</td>
</tr>
<tr>
<td>☐ Yes ☒ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<td>3-6-302. Program Administration. The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.</td>
<td></td>
</tr>
<tr>
<td>9.47 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?</td>
<td>9.47 - reviewed at AAC</td>
</tr>
<tr>
<td>☒ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>9.48 Does this person have appropriate academic or experiential qualifications?</td>
<td>9.48 - reviewed at AAC</td>
</tr>
<tr>
<td>☐ Yes ☒ No</td>
<td></td>
</tr>
</tbody>
</table>
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

If No, insert the section number in parentheses and explain:

9.49 Is the time devoted to the administration of the educational programs sufficient?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

Questions to specific standards for AAC and Campus CAMPUS

9.49 - reviewed at AAC

3-6-400—EDUCATIONAL ACTIVITIES

3-6-401. Objectives. The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.

9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-402. Program Development. Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master’s degree policies, procedures, and curricula?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.51 - reviewed at AAC

3-6-403. Education Requirements. The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

9.52 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.52 - reviewed at AAC

3-6-404. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curricula, and standards of collegiate institutions. Evidence shall be provided.
<table>
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<tr>
<td>ACADEMIC ADMINISTRATIVE CENTER</td>
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<tr>
<td>that curricular offerings require the appropriate use of library resources.</td>
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<tr>
<td>9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</td>
<td>9.53 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
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<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
<tr>
<td>3-6-405. Enrollment. Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.</td>
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</tr>
<tr>
<td>9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?</td>
<td>9.54 - reviewed at AAC</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td></td>
</tr>
<tr>
<td>9.55 Are the course prerequisites appropriate?</td>
<td>9.55 Are the course prerequisites being followed?</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>3-6-501. Preparation. The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.</td>
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<tr>
<td>3-6-502. Assignments. Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master's program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals. Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.</td>
<td></td>
</tr>
<tr>
<td>9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?</td>
<td>9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at campus level</td>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at AAC</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses, list the faculty and course, and explain:</td>
<td>If No, insert the section number in parentheses, list the faculty and course, and explain:</td>
</tr>
<tr>
<td>9.57 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?</td>
<td>Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at campus level</td>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at AAC</td>
</tr>
<tr>
<td>Criteria is in paragraph preceding questions</td>
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<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS</strong></td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>9.58 Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?</td>
<td>9.58 Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at campus level</td>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at AAC</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
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</tbody>
</table>

**GENERAL COMMENTS:**

The institution uses technology to keep faculty and staff at all of its many locations involved in program development and review on a daily basis, with a designated national chair overseeing all of the programs in each of its career track "schools". In addition subject matter experts and professionals from the industry serve on the program review board.

Policies and procedures for all key academic activities are established and documented in the faculty portal. Retention, instructional evaluations, and career placement data are available for corporate-to-local review.
## REPORT QUESTIONS

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<tr>
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</tr>
</thead>
</table>

### 9. PROGRAM EVALUATION

See listing of programs in School of Information Technology in Section 1

#### ALL PROGRAMS

#### 3-1-500 - EDUCATIONAL ACTIVITIES

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curricula must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to:

(a) which programs hold specialized or programmatic accreditation;

(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located.

For on-line programs, this information must be provided for all states from which the institution enrolls students; and

(c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

### 2-1-809. STUDENT ACHIEVEMENT REVIEW

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

### 3-1-512. PROGRAM PLANNING

Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

#### 9.01

<table>
<thead>
<tr>
<th>Is licensure, certification or registration required to practice in the specific career field?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, all campuses</td>
</tr>
</tbody>
</table>

If Yes, list the relevant campuses.

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 career field.

### 9.01

See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data,
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

practice in the specific occupational or professional area.

(a) Is there a federal or state licensing agency established pass rate for this program?

☐ Yes, all campuses  ☐ Yes, some campuses
☒ No

(b) If Yes, list the federal or state licensing agencies and their respective pass rates.

(c) What are this program’s pass rates for the past three years? (duplicate as needed)

<table>
<thead>
<tr>
<th>State</th>
<th>Year</th>
<th>Pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not Available</td>
</tr>
<tr>
<td>State</td>
<td>Year</td>
<td>Pass rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not Available</td>
</tr>
<tr>
<td>State</td>
<td>Year</td>
<td>Pass rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not Available</td>
</tr>
</tbody>
</table>

(d) Do the current year’s program pass rates meet the minimum pass rate set by the council standard of 60%?

☐ Yes, all campuses  ☐ Yes, some campuses
☒ No

List the campuses that fell below standard:

If No, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☒ Yes  ☐ No

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

111 in parenthesis and explain.

Questions to specific standards for AAC and Campus CAMPUS

3-1-511. Program Administration. The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

9.02 Who is developed the academic program(s), and what are this person’s qualifications?

Mr. Wen Liu is the national chair overseeing the information technology programs. Mr. Liu holds a Master of Science in Information and Communication Science and a Master of Arts in Student Personnel Administration in Higher Education from Ball State University. Mr. Liu has over 20 years professional experience in information technology curriculum development in higher education.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.04 Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.05 - reviewed at campus level

9.02 Who is assigned to administer the academic program(s), and what are this person’s qualifications?

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

2-1-809. Student Achievement Review. The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution’s students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council’s requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council’s standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be
### ACAD E MIC ADMINISTRATIV E CENTER

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Questions to specific standards for AAC and Campus Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.</td>
<td>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:</td>
</tr>
</tbody>
</table>
| (a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, coursework, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities. | (a) Student retention rate of 62% at all campuses?  
□ Yes □ No  
(a) Student placement rate of 58% at all campuses?  
□ Yes □ No |
| (b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students. | If No for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) include data, analysis and activities to meet or exceed the relevant standard:  
□ Yes □ No |
| (c) Resources of the community shall be utilized to enrich the program. | If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain: |

#### 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:

- **Student retention rate of 62% at all campuses?**  
  □ Yes □ No

- **Student placement rate of 58% at all campuses?**  
  □ Yes □ No

If No for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) include data, analysis and activities to meet or exceed the relevant standard:

- □ Yes □ No

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

#### 9.07 Is there a policy for developing community resource involvement at the campus level for this program?

- □ Yes □ No

If No insert section number in parentheses and explain:

- **not applicable**

#### 9.08 Are these resources sufficient?

- □ Yes □ No

If No, insert the section number in parentheses and explain:

---

**3-1-513. Program Development.** The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

- **The curricula shall be published in the institution’s catalog and shall state objectives specific to each curriculum.** Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of instruction. For practice, internships, and internships, institutions are required to develop 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. The Council's expectations for detailed syllabi, independent study, practica,
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

Questions to specific standards for AAC and Campus CAMPUS

externships, and internships are outlined in the Glossary.

(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language.)

Glossary Definitions

Practicum. A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.

Independent Study. Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student's grasp of the subject matter. Under the supervision of a faculty member, a learning contract shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.

Syllabus. A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☑ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.10 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?

☑ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☑ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:

9.12 Does the program use independent studies?

☐ Yes ☑ No

If No, insert the section number in parentheses and explain:

9.09 - reviewed at AAC

9.10 - reviewed at AAC

9.11 - reviewed at AAC

9.12 - reviewed at AAC
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

- **Yes** ☑ No (Skip to Question 9.13.)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

- **Yes** ☑ No

If No, insert the section number in parentheses and explain:

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?

- **Yes** ☑ No

If No, insert the section number in parentheses and explain:

9.16 Is an appropriately detailed master syllabus on file for each course?

- **Yes** ☑ No

If No, insert the section number in parentheses, list the courses, and explain:

- 9.17 - reviewed at campus level
- 9.18 - reviewed at campus level
- 9.19 - reviewed at campus level (remotely, prior to visit)

Questions to specific standards for AAC and Campus CAMPUS

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

- **Yes** ☑ No ☑ NA

If No, insert the section number in parentheses and explain:

9.14 - reviewed at AAC

9.15 Are course prerequisites being followed?

- **Yes** ☑ No

If No, insert the section number in parentheses and explain:

9.16 Is an appropriately detailed syllabus on file for each course?

- **Yes** ☑ No

If No, insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?

- **Yes** ☑ No

If No, insert the section number in parentheses and explain:

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

- **Yes** ☑ No

If No, insert the section number in parentheses and explain:

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?

- **Yes** ☑ No ☑ NA, (there have been no
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
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</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>CAMPUS GRADUATES</strong></td>
</tr>
<tr>
<td>9.20 - reviewed at campus level</td>
<td>(a) How many calls to employers or graduates were attempted?</td>
</tr>
<tr>
<td></td>
<td>(b) How many calls to employers or graduates were successful?</td>
</tr>
<tr>
<td></td>
<td>(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.</td>
</tr>
<tr>
<td>9.20</td>
<td>If No, insert “Section 3-1-303(a)” in parentheses and explain:</td>
</tr>
<tr>
<td>3-1-530- INSTRUCTION</td>
<td>9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?</td>
</tr>
<tr>
<td>3-1-531. Instructional Tools. Institutions shall:</td>
<td>□ Yes □ No □ Not Applicable</td>
</tr>
<tr>
<td>(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;</td>
<td>If No for any item, insert the section number in parentheses</td>
</tr>
<tr>
<td>(b) ensure academic freedom and other conditions favorable for effective classroom instruction;</td>
<td>9.21 Are the following appropriate to adequately support the number and nature of the program?</td>
</tr>
<tr>
<td>(c) ensure that the quantity and type of instructional materials is proportionate to the size of the institution and the nature of the program;</td>
<td>(a) Facilities</td>
</tr>
<tr>
<td>(d) comply with applicable copyright laws in the use of instructional materials.</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>9.21</td>
<td>(b) Instructional equipment</td>
</tr>
<tr>
<td>Are the following appropriate to adequately support the number and nature of the program?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>(a) Facilities</td>
<td>(c) Resources</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, reviewed at campus</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>(b) Instructional equipment</td>
<td>(d) Personnel</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, reviewed at campus</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>(c) Resources</td>
<td>If No for any item, insert the section number in parentheses</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>9.21 Are the following appropriate to adequately support the number and nature of the program?</td>
</tr>
<tr>
<td>(d) Personnel</td>
<td>(a) Facilities</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If No for any item, insert the section number in parentheses</td>
<td>(b) Instructional equipment</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>(c) Resources</td>
<td>(d) Personnel</td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>(d) Personnel</td>
<td>If No for any item, insert the section number in parentheses</td>
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</table>
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

and explain:

Questions to specific standards for AAC and Campus CAMPUS

and explain:

3-1-532. Instructional Components. Required instructional components shall include:

(a) systematic planning;
(b) well-defined instructional objectives;
(c) the selection and use of appropriate learning materials;
(d) appropriate modes of instructional delivery;
(e) the use of appropriate assessment strategies; and
(f) the use of appropriate experiences.

9.22 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

If No for any item, insert the section number in parentheses and explain:

9.22 - reviewed at AAC

3-1-541. Faculty Preparation. Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

3-2-102. Field Preparation. Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

3-2-103. Subject Preparation. Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

3-2-104. Assignments. The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor’s degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

(b) A bachelor’s degree is required for faculty members teaching business and business administration courses. If the bachelor’s degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational...
3-3-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

(b) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-4-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrated current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, and real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

3-5-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.

Instructors shall hold bachelor's degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment. Exceptions to the bachelor's degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor's degrees are not generally available who have demonstrated current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, and real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.
| Criteria is in paragraph preceding questions | Questions to specific standards for AAC and Campus
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<tr>
<td>ACADEMIC ADMINISTRATIVE CENTER</td>
<td>CAMPUS</td>
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<tr>
<td>9.24 Do the faculty members’ qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?</td>
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</tr>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses, list the faculty and course, and explain:</td>
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<tr>
<td>9.25 Is the size of the faculty appropriate to the total student enrollment?</td>
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<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
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<tr>
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<th>FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, BACHELOR’S AND MASTER’S DEGREES ONLY</th>
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</thead>
<tbody>
<tr>
<td>3-3-304, 3-4-304, 3-5-304, &amp; 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.</td>
<td>3-3-304, 3-4-304, 3-5-304, &amp; 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.</td>
</tr>
<tr>
<td>9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?</td>
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</tr>
<tr>
<td>□ Yes □ No □ NA, hiring responsibility is at campus level</td>
<td>□ Yes □ No □ NA, hiring responsibility is at campus level</td>
</tr>
<tr>
<td>If No, insert the section number in parentheses and explain:</td>
<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<td>3-4-303, 3-5-303, &amp; 3-6-503. Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.</td>
<td>3-4-303, 3-5-303, &amp; 3-6-503. Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.</td>
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<td>9.27 - reviewed at campus level</td>
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<th>Questions to specific standards for AAC and Campus CAMPUS</th>
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<tr>
<td><strong>for nondegree programs AND occupational ASSOCIATE’S DEGREES only</strong></td>
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### INTRODUCTION

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

#### 3-2-100 - FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

### 3-2-101 & 3-3-303. Teaching Load

An instructor’s teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

**9.28** Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

- [X] Yes  
- [ ] No

If No, insert the section number in parentheses, list the instructor and course, and explain:

### 3-2-106 & 3-3-305. Student-Teacher Ratio

The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

(a) the amount of lecture given by instructors in skills-building and practice classes;
(b) the level of existing skills of the students;
(c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and
(d) the use of technology in providing alternative instruction or evaluation.

**9.29** - reviewed at campus level

- **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).

### 9.30 - reviewed at AAC

**9.30** Is the current student-teacher ratio reasonable for the mode of delivery and course content?

- [X] Yes  
- [ ] No

If No, insert the section number in parentheses and explain:
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

3-3-200. EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. Education Requirements. The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

9.31 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

If No, insert the section number in parentheses and explain:

9.31 - reviewed at AAC

3-3-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-3-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

9.32 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.32 - reviewed at AAC

9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ NA, (no students in the second year)

If No, insert the section number in parentheses and explain:

9.33 - reviewed at AAC

9.34 Are the second-year courses based upon appropriate first-year prerequisites?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.34 - reviewed at AAC
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

ACADEMIC ASSOCIATE’S DEGREES ONLY

3-4-201. Objectives. The objectives of an associate's degree program reflect the application of an institution’s mission to its constituencies. An institution applying for the inclusion of an academic associate's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-4-202. Education Requirements. The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.

9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-4-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate’s degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-4-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ Not Applicable (no students in the second year)
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

<table>
<thead>
<tr>
<th>9.39</th>
<th>Are the second-year courses based upon appropriate first-year prerequisites?</th>
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<tbody>
<tr>
<td>☑ Yes  ☐ No  ☐ Not applicable</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
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</table>

### Questions to specific standards for AAC and Campus CAMPUS

If No, insert the section number in parentheses and explain:

**BACHELOR'S DEGREES ONLY**

3-5-201. Objectives. The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-5-202. Education Requirements. The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses.

Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.

<table>
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<tr>
<th>9.40</th>
<th>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?</th>
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<tr>
<td>☑ Yes  ☐ No</td>
<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<th>9.41</th>
<th>Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?</th>
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<tr>
<td>☑ Yes  ☐ No</td>
<td>If No, insert the section number in parentheses and explain:</td>
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<tr>
<th>9.42</th>
<th>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?</th>
</tr>
</thead>
</table>
| ☑ Yes  ☐ No  ☐ NA, (institution offers all four years of the degree) | 9.42 - reviewed at AAC

9.40 - reviewed at AAC

9.41 - reviewed at AAC

9.42 - reviewed at AAC
### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

If No, insert the section number in parentheses and explain:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5-203. Curriculum.</td>
<td>The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.</td>
</tr>
<tr>
<td>9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</td>
<td>Yes  No</td>
</tr>
<tr>
<td>9.44 Are the third- and fourth-year courses based upon appropriate prerequisites?</td>
<td>Yes  No</td>
</tr>
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</table>

### MASTER'S DEGREES ONLY

**3-6-100—NATURE OF GRADUATE EDUCATION**

The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.

**3-6-300—ORGANIZATION AND ADMINISTRATION**

3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

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<th>Criteria</th>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
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<tbody>
<tr>
<td>9.46 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

If No, insert the section number in parentheses and explain:
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

3-6-302. Program Administration. The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

9.47 Who is assigned to oversee the administration of the master’s program, and what are this person’s qualifications?

9.48 Does this person have appropriate academic or experiential qualifications?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.49 Is the time devoted to the administration of the educational programs sufficient?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

Questions to specific standards for AAC and Campus CAMPUS

3-6-4-400 — EDUCATIONAL ACTIVITIES

3-6-401. Objectives. The objectives of a master’s degree program reflect the application of an institution’s mission to its constituencies. An institution applying for the inclusion of a master’s degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master’s degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student’s ability to integrate and apply the subject matter.

9.50 Are the program, courses, and services appropriate to the institution’s mission and to its specific goals and objectives?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-402. Program Development. Graduate faculty must be directly involved in the development and modification of master’s degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master’s degree policies, procedures, and curricula?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-403. Education Requirements. The minimum number of credits required for the master’s degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master’s degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:
9.52 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of coursework at the graduate level if a thesis is not required?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-404. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-405. Enrollment. Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.

9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.55 Are the course prerequisites appropriate?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-501. Preparation. The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

3-6-502. Assignments. Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master's program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.

Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.

9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a
Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

- **9.57** Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
  - Yes □ No □ NA, faculty hiring responsibilities are at campus level
  - If No, insert the section number in parentheses, list the faculty and course, and explain:

**GENERAL COMMENTS:**

The institution uses technology to keep faculty and staff at all of its many locations involved in program development and review on a daily basis, with a designated national chair overseeing all of the programs in each of its career track "schools." In addition subject matter experts and professionals from the industry serve on the program review board.

Policies and procedures for all key academic activities are established and documented in the faculty portal. Retention, instructional evaluations, and career placement data are available for corporate-to-local review.

Questions to specific standards for AAC and Campus

**CAMPUS**

- **9.57** Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
  - Yes □ No □ NA, faculty hiring responsibilities are at AAC
  - If No, insert the section number in parentheses, list the faculty and course, and explain:

**GENERAL COMMENTS:**

The institution encourages graduate faculty members to engage in scholarly research and to publish in professional journals.

Policies and procedures for all key academic activities are established and documented in the faculty portal. Retention, instructional evaluations, and career placement data are available for corporate-to-local review.
## REPORT QUESTIONS

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<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong></td>
<td><strong>9. PROGRAM EVALUATION</strong></td>
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<td><strong>9. PROGRAM EVALUATION</strong></td>
<td>[Name of Credential] in [Program Title]</td>
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<tr>
<td>Bachelor of Science in Project Management and Administration-Project Management and Administration Option (Residence Program)</td>
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<tr>
<td>Bachelor of Science in Project Management and Administration- Construction Option (Residence Program)</td>
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<td>Bachelor of Science in Project Management and Administration- Information Technology Option (Residence Program)</td>
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<tr>
<td>Bachelor of Science in Project Management and Administration (Residence Program)</td>
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### ALL PROGRAMS

#### 3-1-500 - EDUCATIONAL ACTIVITIES

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.

The institution must provide and document notification to students as to:

(a) which programs hold specialized or programmatic accreditation;

(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and

(c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

#### 2-1-809 - STUDENT ACHIEVEMENT REVIEW

The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.
Questions to specific standards for AAC and Campus CAMPUS

9.01 Is licensure, certification or registration required to practice in the specific career field?

- Yes, all campuses
- Yes, some campuses
- No

If Yes, list the relevant campuses.

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.

(a) Is there a federal or state licensing agency established pass rate for this program?

- Yes, all campuses
- Yes, some campuses
- No

(b) If Yes, list the federal or state licensing agencies and their respective pass rates.

(c) What are this program’s pass rates for the past three years? (duplicate as needed)

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<tr>
<th>State</th>
<th>Year</th>
<th>Pass rate</th>
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<td>Not Available</td>
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<th>State</th>
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<td></td>
<td>Not Available</td>
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</table>

(d) Do the current year’s program pass rates meet the minimum pass rate set by the council?

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

If No for this campus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

- Yes
- No

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

 standard of 60%?

☐ Yes, all campuses  ☐ Yes, some campuses
☐ No

List the campuses that fell below standard:

If No, does the Institutional Effectiveness Plan (IEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

☐ Yes  ☐ No.

If No, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain.

Questions to specific standards for AAC and Campus CAMPUS

3-1-511. Program Administration. The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

9.02 Who is developed the academic program(s), and what are this person’s qualifications?

The curriculum for these programs is developed by a curriculum committee which has members representing various ITT campuses at which these degree programs are offered. The curriculum committee is also responsible for continuous improvement of the curriculum, and also for dealing with any unscheduled upgrades/modification of the curriculum. The curriculum committee is headed by the national chair for the School of Business.

Mr. Goldstein has been working as the National chair for the School of Business at ITT Technical Institutes since 2010. He was the associate dean for the School of Professional Studies from 2005 to 2008 at Indiana Institute of Technology. Mr. Goldstein was an associate professor from 2009 to 2010, and assistant professor from 2004 to 2009, at Indiana Institute of Technology. He worked as an adjunct faculty member at several institutions from 1979 to 2008.

Mr. Goldstein received a Bachelor of Science degree in Mechanical Engineering from City
<table>
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<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
</tr>
</thead>
</table>

**ACADEMIC ADMINISTRATIVE CENTER**
University of New York and a Master of Science degree in Mechanical Engineering from Massachusetts Institute of Technology. He received the Master of Business Administration (Finance) degree from Fairleigh Dickinson University.

Mr. Goldstein is a licensed professional Engineer in Indiana, New York, New Jersey, and Ohio. He is an ACQ certified Quality Auditor and Six Sigma Green Belt professional.

9.03 Does this individual possess appropriate academic or experiential qualifications?
- [X] Yes  [ ] No

If No, insert the section number in parentheses and explain:

9.04 Is there evidence that the program developer has sufficient authority and responsibility for the development and of the educational program(s)?
- [X] Yes  [ ] No

If No, insert the section number in parentheses and explain:

Mr. Goldstein indicated that the curriculum committee has sufficient authority and responsibility for development of these educational programs.

9.05 - reviewed at campus level

The curriculum for these programs has input from campuses of ITT during the development process.

9.05 Does this individual possess appropriate academic or experiential qualifications?
- [ ] Yes  [X] No

If No, insert the section number in parentheses and explain:

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
- [X] Yes  [ ] No

If No, insert the section number in parentheses and explain:

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- [ ] Yes  [X] No

If No, insert the section number in parentheses and explain:

---

**2-1-809. Student Achievement Review.** The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention, placement, and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of the institution’s students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council’s requirement for student achievement, the Council will issue a show-cause directive or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance within the Council’s standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

**3-1-512. Program Planning.** Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be
Criteria is in paragraph preceding questions

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Questions to specific standards for AAC and Campus</th>
</tr>
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<tbody>
<tr>
<td>ACADEMIC ADMINISTRATIVE CENTER</td>
<td>CAMPUS</td>
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<tr>
<td>reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.</td>
<td></td>
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</tbody>
</table>

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

(c) Resources of the community shall be utilized to enrich the program.

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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>(a) Student retention rate of 62% at all campuses?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>(b) Student placement rate of 58% at all campuses?</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

If No for either item or if the data is not available, does the Institutional Effectiveness Plan (IEP) include data, analysis and activities to meet or exceed the relevant standard:

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>□ Yes □ No</td>
<td></td>
</tr>
</tbody>
</table>

If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

9.07 Is there a policy for developing community resource involvement at the campus level for this program?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>□ Yes □ No</td>
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</tbody>
</table>

If No insert section number in parentheses and explain:

9.08 Are these resources sufficient?

<p>| | |</p>
<table>
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<th></th>
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<tbody>
<tr>
<td>□ Yes □ No</td>
<td></td>
</tr>
</tbody>
</table>

If No, insert the section number in parentheses and explain:

3-1-513. Program Development. The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of instruction. For practica, internships, and internships, institutions are required to develop 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. The Council's expectations for detailed syllabi, independent study, practica,
(b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language.)

Glossary Definitions

Practicum. A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria.

Independent Study. Independent study involves a high level of independence and self-direction on the part of the student to read, conduct research, and complete written examinations, reports, research papers, and similar assignments designed to measure the student’s grasp of the subject matter. Under the supervision of a faculty member, a learning contract shall be developed which outlines specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates. Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited.

Syllabus. A description of how the course will be taught with a planned arrangement of materials and activities. The minimum requirements for a course syllabus consist of the title and course description, course number, course prerequisites and/or corequisites, instructional contact hours/credits, learning objectives, instructional materials and references, topical outline of the course, instructional methods, assessment criteria, method of evaluating students, and the date the syllabus was last reviewed. A course syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.

9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

If No, insert the section number in parentheses and explain:
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

9.12 Does the program use independent studies?

☐ Yes ☒ No (Skip to Question 9.13.)

9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi?

☒ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.16 Is an appropriately detailed master syllabus on file for each course?

☒ Yes ☐ No

If No, insert the section number in parentheses, list the courses, and explain:

9.17 - reviewed at campus level

9.18 - reviewed at campus level

9.19 - reviewed at campus level (remotely, prior to visit)

Questions to specific standards for AAC and Campus CAMPUS

9.12 - reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☐ NA

If No, insert the section number in parentheses and explain:

9.14 - reviewed at AAC

9.15 Are course prerequisites being followed?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.16 Is an appropriately detailed syllabus on file for each course?

☐ Yes ☒ No

If No, insert the section number in parentheses, list the courses, and explain:

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☑ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☑ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus</th>
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</thead>
<tbody>
<tr>
<td>ACADEMIC ADMINISTRATIVE CENTER</td>
<td>CAMPUS</td>
</tr>
</tbody>
</table>

**9.20** - reviewed at campus level

<table>
<thead>
<tr>
<th>9.20</th>
<th>Was documentation on file to verify graduates classified on the CAR as “not available for placement”?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>☐ Yes ☐ No ☐ Not Applicable</td>
</tr>
</tbody>
</table>

If No, insert “Section 3-1-303(a)” in parentheses and explain:

---

**3-1-530** - INSTRUCTION

3-1-531. Instructional Tools. Institutions shall:

(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;

(b) ensure academic freedom and other conditions favorable for effective classroom instruction;

(c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and

(d) comply with applicable copyright laws in the use of instructional materials.

**9.21** Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities
   - ☒ Yes ☐ No ☐ NA, reviewed at campus

(b) Instructional equipment
   - ☐ Yes ☐ No ☒ NA, reviewed at campus

(c) Resources
   - ☒ Yes ☐ No

(d) Personnel
   - ☐ Yes ☐ No
### Instructional Components

**Required Instructional Components shall include:**

- (a) systematic planning;
- (b) well-defined instructional objectives;
- (c) the selection and use of appropriate learning materials;
- (d) appropriate modes of instructional delivery;
- (e) the use of appropriate assessment strategies; and
- (f) the use of appropriate experiences.

### Criteria is in paragraph preceding questions

**ACADEMIC ADMINISTRATIVE CENTER**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Reviewed at Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>If No for any item, insert the section number in parentheses and explain:</td>
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</table>

**Questions to specific standards for AAC and Campus**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>If No for any item, insert the section number in parentheses and explain:</td>
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</table>

**3-1-532. Instructional Components.**

- **Required Instructional Components shall include:**
  - (a) systematic planning;
  - (b) well-defined instructional objectives;
  - (c) the selection and use of appropriate learning materials;
  - (d) appropriate modes of instructional delivery;
  - (e) the use of appropriate assessment strategies; and
  - (f) the use of appropriate experiences.

### 9.22 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

If No for any item, insert the section number in parentheses and explain:

### 3-1-541. Faculty Preparation

Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

### 3-2-102. Field Preparation

Assignments requiring more than three preparations in different fields (e.g., secretarial studies, business administration, data processing) shall not be given to an instructor during one academic term.

### 3-2-103. Subject Preparation

Not more than five preparations in different subjects within the same field (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, Business Law) shall be assigned to an instructor during one academic term.

### 3-2-104. Assignments

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

- **(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.**
- **(b) A bachelor's degree is required for faculty members teaching business and business administration courses.** If the bachelor's degree is not in the
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER | Questions to specific standards for AAC and Campus CAMPUS

For the academically qualified path in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-3-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., secretarial studies, business administration, data processing). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor’s degree and appropriate coursework in the assigned subject are required for faculty members teaching general education and other academic courses.

(b) A bachelor’s degree is required for faculty members teaching business and business administration courses. If the bachelor’s degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(c) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-4-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.

Instructors shall hold bachelor’s degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate’s, bachelor’s, and/or master’s level coursework in the area of their teaching assignment. Exception to the bachelor’s degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor’s degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor’s degree in the assigned teaching field.

3-5-302. Assignments. During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.

Instructors shall hold bachelor’s degrees at a minimum. Instructors teaching general education and other academic courses shall be assigned based on their major and minor academic preparation and related experience. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework through a combination of hours from associate’s, bachelor’s, and/or master’s level coursework in the area of their teaching assignment. Exceptions to the bachelor’s degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which bachelor’s degrees are not generally available who have demonstrable current alternative expertise in the field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor’s degree in the assigned teaching field.

NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.23 Is there a policy to address faculty assignments regarding teaching in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

9.25 Is the size of the faculty appropriate to the total student enrollment?

☐ Yes ☐ No

If No, insert the section number in parentheses, list the faculty and course, and explain:

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

3-3-304, 3-4-304, 3-5-304, & 3-6-504. Stability. There shall be an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☐ Yes ☐ No ☐ NA, hiring responsibility is at campus level

If No, insert the section number in parentheses and explain:

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

3-4-303, 3-5-303, & 3-6-503. Teaching Load. Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required, the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

9.27 - reviewed at campus level

9.27 Are teaching loads reasonable?

☐ Yes ☐ No
### ACADEMIC ADMINISTRATIVE CENTER

**Criteria is in paragraph preceding questions**

<table>
<thead>
<tr>
<th>Questions to specific standards for AAC and Campus CAMPUS</th>
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<tbody>
<tr>
<td>If No, insert the section number in parentheses, list the faculty and courses, and explain:</td>
</tr>
</tbody>
</table>

**for nondegree programs AND occupational ASSOCIATE’S DEGREES only**

**INTRODUCTION**

In addition to the general standards in Chapter 1, which apply to all institutions, the following standards apply specifically to nondegree programs.

#### 3-2-100 - FACULTY

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, including student-teacher ratios, number of teacher preparations, and number of teaching hours. Reasonableness may be defined by, but is not restricted to, the following expectations.

#### 3-2-101 & 3-3-303. Teaching Load. An instructor’s teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.

#### 3-2-106 & 3-3-305. Student-Teacher Ratio.

The student-teacher ratio shall be reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors:

| (a) | the amount of lecture given by instructors in skills-building and practice classes; |
| (b) | the level of existing skills of the students; |
| (c) | the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and |
| (d) | the use of technology in providing alternative instruction or evaluation. |

#### 9.28 Is there a policy addressing instructors teaching no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

- Yes  
- No

If No, insert the section number in parentheses, list the instructor and course, and explain:

#### 9.29 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

\[
\text{Student/Teacher Ratio} = \frac{\text{Number of students enrolled in program-specific courses (courses with program prefix)}}{\text{Number of such courses being offered that term}}
\]

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).

#### 9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

- Yes  
- No

If No, insert the section number in parentheses and explain:
### ACADeMIC ADMINISTRATIVE CENTER

#### OCCUPATIONAL ASSOCIATE’S DEGREES ONLY

**3-3-201. Objectives.** The objectives of an occupational associate’s degree program are an extension of the institution’s awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate’s degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate’s degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

**3-3-202. Education Requirements.** The minimum number of credits required for the occupational associate’s degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

<table>
<thead>
<tr>
<th>9.31</th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>9.31 - reviewed at AAC</td>
</tr>
</tbody>
</table>

If No, insert the section number in parentheses and explain:

#### 3-3-203. Curriculum.** The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate’s degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate’s degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

**3-3-204. Enrollment.** Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

<table>
<thead>
<tr>
<th>9.32</th>
<th>Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>9.32 - reviewed at AAC</td>
</tr>
</tbody>
</table>

If No, insert the section number in parentheses and explain:

<table>
<thead>
<tr>
<th>9.33</th>
<th>Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No ☐ No, (no students in the second year)</td>
<td>9.33 - reviewed at AAC</td>
</tr>
</tbody>
</table>

If No, insert the section number in parentheses and explain:

<table>
<thead>
<tr>
<th>9.34</th>
<th>Are the second-year courses based upon appropriate first-year prerequisites?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>9.34 - reviewed at AAC</td>
</tr>
</tbody>
</table>

If No, insert the section number in parentheses and explain:
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

ACADEMIC ASSOCIATE’S DEGREES ONLY

3-4-201. Objectives. The objectives of an associate’s degree program reflect the application of an institution’s mission to its constituencies. An institution applying for the inclusion of an academic associate’s degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-4-202. Education Requirements. The minimum number of credits required for the academic associate’s degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.

9.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.35 - reviewed at AAC

9.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.36 - reviewed at AAC

3-4-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate’s degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-4-204. Enrollment. Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.

9.37 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.37 - reviewed at AAC

9.38 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

☐ Yes ☐ No ☐ Not Applicable (no students in

9.38 - reviewed at campus level
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

9.39 Are the second-year courses based upon appropriate
first-year prerequisites?

☐ Yes  ☐ No  ☐ Not applicable

If No, insert the section number in parentheses and explain:

BACHELOR'S DEGREES ONLY

3-5-201. Objectives. The objectives of a bachelor's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a bachelor's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives.

Programs at collegiate institutions should emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

3-5-202. Education Requirements. The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses.

Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.

9.40 Is the number of hours required to complete the
program at least 120 semester hours, 180 quarter
hours, or their equivalent, earned over a period of
eight semesters, 12 quarters, or the equivalent?

☒ Yes  ☐ No

If No, insert the section number in parentheses and explain:

9.41 Is there a minimum of 60 semester hours, 90 quarter
hours, or their equivalent in courses within the area
of concentration?

☒ Yes  ☐ No

If No, insert the section number in parentheses and explain:

BACHELOR'S DEGREES ONLY

9.42 If the institution offers only the last two years of the
bachelor's degree program, do the catalog and all
advertising materials clearly describe the
requirements for admission?

☐ Yes  ☐ No  ☒ NA, (institution offers all four
years at AAC)

9.40 - reviewed at AAC

9.41 - reviewed at AAC

9.42 - reviewed at AAC
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

years of the degree)

If No, insert the section number in parentheses and explain:

3-5-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

3-5-204. Enrollment. Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.

9.43 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

9.44 - reviewed at campus level

9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes  ☐ No  ☐ N A, (no students in the third and fourth years)

If No, insert the section number in parentheses and explain:

9.45 Are the third- and fourth-year courses based upon appropriate prerequisites?

☐ Yes  ☐ No

If No, insert the section number in parentheses and explain:

9.45 - reviewed at AAC

MASTER'S DEGREES ONLY

3-6-100-NATURE OF GRADUATE EDUCATION

The awarding of a master's degree signifies that, in the judgment of the faculty, the student has attained specialized competence which qualifies the recipient for opportunities and additional responsibilities not ordinarily available to the baccalaureate degree recipient. To make a graduate program distinctive, a component designed to teach research skills should be included.

3-6-300-ORGANIZATION AND ADMINISTRATION

3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

9.46 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program?

☐ Yes  ☐ No

9.46 - reviewed at AAC
Criteria is in paragraph preceding questions

ACADEMIC ADMINISTRATIVE CENTER

If No, insert the section number in parentheses and explain:

3-6-302. Program Administration. The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

9.47 Who is assigned to oversee the administration of the master's program, and what are this person's qualifications?

9.48 Does this person have appropriate academic or experiential qualifications?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.49 Is the time devoted to the administration of the educational programs sufficient?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-400—EDUCATIONAL ACTIVITIES

3-6-401. Objectives. The objectives of a master's degree program reflect the application of an institution's mission to its constituencies. An institution applying for the inclusion of a master's degree program shall demonstrate that its programs, courses, and services are appropriate to its mission and to its specific goals and objectives. Master's degree programs should emphasize both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies development of the student's ability to integrate and apply the subject matter.

9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-402. Program Development. Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs.

9.51 Is there a policy to address graduate program faculty direct involvement in the development and modification of the master's degree policies, procedures, and curricula?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-403. Education Requirements. The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of
9.52 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-404. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-405. Enrollment. Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.

9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

9.55 Are the course prerequisites appropriate?

☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

3-6-501. Preparation. The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor.

3-6-502. Assignments. Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master's program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees.

Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in professional journals.

Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.

9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are
<table>
<thead>
<tr>
<th>Criteria is in paragraph preceding questions</th>
<th>Questions to specific standards for AAC and Campus CAMPUS teaching, and do a sufficient number possess a terminal degree?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC ADMINISTRATIVE CENTER</strong> teaching, and do a sufficient number possess a terminal degree?</td>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are on AAC level</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at campus level</td>
<td>If No, insert the section number in parentheses, list the faculty and course, and explain:</td>
</tr>
<tr>
<td>9.57 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?</td>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at campus level</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at AAC level</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
<tr>
<td>9.58 Does the institution encourage graduate faculty members to engage in scholarly research and to publish in professional journals?</td>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at AAC level</td>
</tr>
<tr>
<td>□ Yes □ No □ NA, faculty hiring responsibilities are at campus level</td>
<td>If No, insert the section number in parentheses and explain:</td>
</tr>
</tbody>
</table>

GENERAL COMMENTS:
From: Cheryl Brooks at HQ <CBrooks@itt-tech.edu>
Sent: 9/18/2012 9:01:45 AM -0400
To: william wells at 108 fitt-tech.edu
CC: <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP
(FYDIBOHF23SPDLT)/RECIPIENTS/653bda8a64144114820bfcbf53b7514e
-Harazduk>

To All,

The Stage 1 and 2 documents are attached for your upcoming visit to our ITT
Technical Institute, Baton Rouge. An updated CEP has also been included with the
Stage 2 documents, This week is the start of a new quarter so the Program Update
form has census numbers from the end of last quarter since that is the last reliable
data available.

We would like to thank you all in advance for your time and expertise in ensuring
our school is compliant with ACICS criteria.

Thanks,

Cheryl L. S. Brooks

Regulatory Affairs Manager

ITT Educational Services, Inc.

13000 North Meridian Street
Carmel, IN 46032

Phone: (317) 706-9332

Fax: (317) 706-3040
A boat is safe in the harbor, but that is not the purpose of a boat.

Paulo Coelho
General guidelines for using, duplicating and printing the Academic Credit Analysis

This document was created in MS excel format and contains the following worksheets:

**INSTRUCTIONS**

<table>
<thead>
<tr>
<th>Program Name (1)</th>
<th>Program Name (2)</th>
</tr>
</thead>
</table>

**Active Worksheet**

Use a separate worksheet for each program.

To duplicate a worksheet:

Hold down the CTRL key and click on the tab you want to duplicate - move the tab to the right or left. A new tab will be created with the same name as the first and a version number (1), (2), etc.

Worksheets can be renamed by double clicking on the tab.

To print any worksheet (including the instructions):

1. Open the worksheet.
2. Go to FILE / PRINT / make sure "Active Worksheet" is selected / click OK.
3. Repeat for each worksheet you need to print.
4. If you want to print the entire workbook (all worksheets) go to FILE/ PRINT / select ENTIRE WORKBOOK.

**Program information guidelines**

Follow the steps below to enter information for each program being offered at the institution.

*Information should be entered in the green cells only - the gray cells contain formulas.*

1. Before duplicating, review the fields in each worksheet template that is consistent regardless of the program name (e.g., the Institution ID (000xxxxxx), Institution Name, and unit of credit used. Next, duplicate the worksheets to accommodate your program needs.

2. Type in the program name.

3. If not completed before duplicating, indicate the unit of credit used by the institution (check one).

4. If your institution measures student progress in credit hours, indicate the number of semester or quarter credit hours awarded for each course.

5. List each course in the program offered by the institution, even if it is not currently being taught.

6. If the institution offers an occupational associate's degree, academic associate's degree, bachelor's degree, or master's degree, identify which courses are required for general education.

7. Indicate if the course is offered via distance education.

8. Indicate how many contact hours are lecture, how many are lab or skill-related and how many are required in a practicum, internship, or externship.

9. If an institution needs to round down the calculated total credits awarded to a .5, indicate the adjustment in the final column and insert the total credits awarded at the top of the final column.

10. Use a separate worksheet for each program.
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: 00023482  
Institution Name: ITT Technical Institute, Baton Rouge, LA

Program Name: Business Management

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Gen Ed (Y/N)</th>
<th>DE (Y/N)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum Internship Externship</th>
<th>Contact hours</th>
<th>Total clock hours</th>
<th>Credit</th>
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<td>Introduction to Business</td>
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<td>Y</td>
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<td>MG1350</td>
<td>Fundamentals of Supervision</td>
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<td>-</td>
<td>45.00</td>
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<td>-</td>
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<td>56.00</td>
<td>4.5</td>
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<td>45.00</td>
<td>-</td>
<td>-</td>
<td>45.00</td>
<td>45.00</td>
<td>4.5</td>
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<tr>
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<td>56.00</td>
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<td>MK2530</td>
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<td>BU2620</td>
<td>Fundamentals of Business Communications</td>
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<td>Y</td>
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<tr>
<td>MG2650</td>
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<td>Y</td>
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<tr>
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</table>

*Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.

TOTALS

<table>
<thead>
<tr>
<th>CONTACT HOURS</th>
<th>ACADEMIC CREDIT HOURS</th>
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<tbody>
<tr>
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<td>Lab</td>
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</table>

CONTACT HOURS:

- Lecture hours:
- Lab hours:
- Intern Externship hours:
- Total hours:

ACADEMIC CREDIT HOURS:

- Lecture credits:
- Lab credits:
- Intern Extern credits:
- Total credits:

TOTAL CREDITS AWARDED:

Total Credits Awarded: [Number]

Adjusted Credits Awarded: [Number]

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.
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: 00023482
Institution Name: IITT Technical Institute, Baton Rouge, LA
Program Name: Bachelor of Science, Business Management
Program Length (wks): 168.00

Identify the institution's unit of credit [SELECT ONE]

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Gen Ed (Y/N)</th>
<th>DE (Y/N)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Pracicum Internship Externship</th>
<th>TOTAL in class contact clock hrs</th>
<th>Add'l outside clock hrs</th>
<th>TOTAL clock hours</th>
<th>ACADEMIC CREDIT HOURS</th>
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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 : 00023482
Institution Name: ITT Technical Institute, Baton Rouge, LA

Program Name: Criminal Justice
Program Length (wks): 96.00

Adjust the school's credit hour conversion ratio if different from minimums below

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Program Name: Criminal Justice

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FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.
Institution ID: 0023482  
Institution Name: ITT Technical Institute, Baton Rouge, LA  
Program Name: Computer and Electronics Engineering Technology  
Program Length (wks): 96.00

Adjust the school's credit hour conversion ratio if different from minimums below

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*Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.*

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**FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.**

ED00026026
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: 00023482
Institution Name: ITT Technical Institute, Baton Rouge, LA
Program Name: Computer Drafting and Design
Program Length (wks): 96.00

Identify the institution's unit of credit [SELECT ONE]

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Adjust the school's credit hour conversion ratio if different from minimums below

* Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.

TOTALS | 790.00 | 350.00 | 1,140.00 | 1,140.00 | 79.00 | 17.50 | 96.00 |

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**Course Number** | **Course Titles** | **Gen Ed (Y/N)** | **DE (Y/N)** | **Lecture** | **Lab** | **Practicum Internship Externship** | **Total in class Contact Clock Hrs** | **Add'l Outside Contact Clock Hrs** | **TOTAL Clock Contact** | **Lecture** | **Lab** | **Intern** | **Credits** | **Adjusted Credits** |
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FINAL ROW - if program requires more than 25 lines for course information, please use Program with >25 courses template.
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.

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FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

ED00026028
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: 00023482
Institution Name: ITT Technical Institute, Baton Rouge, LA
Program Name: Drafting and Design Technology
Program Length (wks): 84.00

Identify the institution's unit of credit [SELECT ONE]

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* Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.

**TOTALS**

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**CONTACT HOURS**

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ED00026029
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Adjust the school's credit hour conversion ratio if different from minimums below

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*Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.*

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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.

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Program Name: Bachelor of Science, Electrical Engineering and Communications Technology Program
Program Length (wks): 168.00

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* Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.
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: 00023482
Institution Name: ITT Technical Institute, Baton Rouge, LA
Program Name: Electrical Engineering Technology
Program Length (wks): 84.00

Identify the institution’s unit of credit [SELECT ONE]

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**TOTALS**: 742.00 316.00 1,058.00 1,058.00 74.20 15.80 90.00

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Institution ID: 00023482  
Institution Name: ITT Technical Institute, Baton Rouge, LA  
Program Name: Graphic Communication and Design  
Program Length (wks): 84.00

Clock
Adjust the school's credit hour conversion ratio if different from minimums below

Identify the institution's unit of credit [SELECT ONE]

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**Final Row** - If program requires more than 25 lines for course information, please use Program with >25 courses template.
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: 00023482  
Institution Name: ITT Technical Institute, Baton Rouge, LA

Program Name: Bachelor of Science, Information Systems and Cybersecurity  
Program Length (wks): 168.00

Adjust the school's credit hour conversion ratio if different from minimums below

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* Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.

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FINAL ROW - if program requires more than 25 lines for course information, please use Program with >25 courses template.
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: 00023482  
Institution Name: ITT Technical Institute, Baton Rouge, LA

**Program Name:** Information Systems Security  
**Program Length (wks):** 180.00

Clock Quarter Adjust the school's credit hour conversion ratio if different from minimums below

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*Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.*

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**FINAL ROW:** If program requires more than 25 lines for course information, please use Program with >25 courses template.
### Course Information

**Institution ID:** 00023482  
**Institution Name:** ITT Technical Institute, Baton Rouge, LA  
**Program Name:** Information Technology - Computer Network Systems  
**Program Length (wks):** 96.00

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*Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.*

**Contact Hours:**
- **TOTALS:** 830.00, 260.00, 1,090.00, 1,090.00, 83.00, 13.00
- **Lecture:** 100.00, 200.00, 300.00, 400.00
- **Lab:** 200.00, 300.00, 400.00, 500.00
- **Practicum:** 300.00, 400.00, 500.00, 600.00

**Academic Credit Hours:**
- **Total Credits Awarded:** 40.00, 40.00, 40.00, 40.00
- **Adjusted Credits Awarded:** 40.00, 40.00, 40.00, 40.00

**FINAL ROW:** If program requires more than 25 lines for course information, please use Program with >25 courses template.
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.

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*Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.*

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**FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.**
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* Final row - If program requires more than 25 lines for course information, please use Program with >25 courses template.
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Identify the institution’s unit of credit [SELECT ONE]

Adjust the school’s credit hour conversion ratio if different from minimums below

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* 185 Intern/Extern Contact Hours = 4.5 credit hours.

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*Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.*

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TOTALS 890.00

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.
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: 00023482  
Institution Name: ITT Technical Institute, Baton Rouge, LA

**Program Name:** Project Management  
**Program Length (wks):** 180.00

Adjust the school's credit hour conversion ratio if different from minimums below

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**CONTACT HOURS**

**ACADEMIC CREDIT HOURS**

**TOTALS**

**FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.**

ED00026041
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.

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- Semester

Adjust the school's credit hour conversion ratio if different from minimums below

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FINAL ROW - if program requires more than 25 lines for course information, please use Program with 525 courses template.
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:** 00023482  
**Institution Name:** ITT Technical Institute, Baton Rouge, LA  
**Program Name:** Project Management and Administration - Information Technology Option  
**Program Length (wks):** 168.00

Adjust the school’s credit hour conversion ratio if different from minimums below

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* Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.

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FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.
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: 00023482
Institution Name: ITT Technical Institute, Baton Rouge, LA
Program Name: Project Management and Administration - Construction Option
Program Length (wks): 168.00

Adjust the school's credit hour conversion ratio if different from minimums below.

Identify the institution's unit of credit [SELECT ONE]
- Quarter
- Semester

* Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.

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FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.
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: 00023482  
Institution Name: ITT Technical Institute, Baton Rouge, LA

Program Name: Visual Communications

Program Length (wks): 96.00

Adjust the school's credit hour conversion ratio if different from minimums below.

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<tr>
<th>Credit Hour Conversion Ratio</th>
<th>Lecture Hrs</th>
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*Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc.

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<thead>
<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Gen Ed</th>
<th>DE</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum Internship</th>
<th>TOTAL in class</th>
<th>Add'l Outside clock hrs</th>
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TOTALS: 810.00 300.00 1,110.00 1,110.00 81.00 15.00 96.00

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.
CAMPUS EFFECTIVENESS PLAN

ITT Technical Institute

Baton Rouge

Last Update
7/22/2011
Campus Effectiveness Plan July 2011

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ITT Technical Institute - Baton Rouge
July 2011
Introduction

History of the Campus
The ITT Technical Institute in Baton Rouge is part of a nationwide system of colleges. The school offers academic associate degree programs and bachelor degree programs in several areas of study.

Institutional Mission Statement
The mission statement of ITT Technical Institute provides the guidance and vision for the institution and its operations. The staff and faculty of the institute are committed to this mission. The mission statement of the institute is as follows:

The 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 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.

Institutional Philosophies
- Programs of study will foster critical thinking, communication and teamwork skills while reinforcing both the theoretical and applied principles of technology.
- Student support services will facilitate the matriculation process and help students begin to prepare for career opportunities. Such services will include assistance with housing, and applying for financial aid; advising, tutoring; assisting undergraduates with finding employment; and other special support programs as needs are identified.
- Cultural and ethnic diversity in its faculty, staff and student body will be encouraged.
- Course content will be reviewed regularly to ensure continued relevance with technology in the workplace.
- Each program of study will integrate technology, lifelong learning and professional development activities. Curricular integration will assist students in connecting the entire learning process to their lifetime career goals.
- Each program of study will offer a learning environment that fosters communication and critical thinking skills essential for success in an increasingly complex world.
- Public service programs, civic engagement and charitable activities will be promoted as part of the educational process to reinforce society's need to develop an informed, sensitive and responsive citizenry.

Statement of Ownership
ITT Technical Institute is owned and operated by ITT Educational Services, Inc. (ITT/ESI), a leading private college system focused on technology-oriented programs of study. ITT/ESI operates more than 125 ITT Technical Institutes in 37 states, which provide career-focused degree programs to more than 80,000 students. Headquartered in Carmel, Indiana, ITT/ESI has been actively involved in the higher education community in the United States since 1969.

Accreditation and Approval
The school maintains approval to operate from the Louisiana Board of Regents.

The institute is accredited by the Accrediting Council for Independent Colleges and Schools to award academic associate degree programs and bachelor degree programs in several areas of study.

CEP Overview

Purpose
The Campus Effectiveness Plan (CEP) is a systematic and ongoing process to implement continuous improvement, determine internal effectiveness, assess progress and change, communicate outcomes, and demonstrate regulatory compliance. This is accomplished by collecting, analyzing, and acting on data and information related to the goals and initiatives developed to support ITT Technical Institutes' mission and philosophies.
The primary categories measured to determine institutional effectiveness are:

- Student Retention
- Graduate Placement
- Graduate Satisfaction
- Employer Satisfaction
- Student Learning Outcomes
- Curriculum Review
- Student Enrollment

The key activities used to track and make appropriate recommendations for progress and/or improvement in these categories are:

- Instruments of assessment
  - Identify and describe how data is collected
  - Provide rationale for using each type of data
- Analyze historical data
  - Where the institution has been
  - Where the institution is now
  - Baseline measures for future progress
- Establish goals for future results in agreement with the mission statement, Operating Plan, and Strategic Plan
- Develop plans to achieve goals in agreement with the mission statement, Operating Plan, and Strategic Plan
  - Establish initiatives
  - Determine monitoring responsibilities
- Implement initiatives to improve institutional effectiveness in agreement with the mission statement, Operating Plan, and Strategic Plan
- Analyze the initiatives for effectiveness and agreement with the mission statement, Operating Plan, and Strategic Plan
- Repeat the process at established intervals

These activities are implemented using a Continuous Improvement Circle concept to ensure consistent incremental progress for the institution and the clientele it serves.

**Development**

**The CEP Team and Responsibilities**

Using the institute's mission statement as the guiding vision of the CEP, the development and implementation of the CEP is a collective effort.

The institution is organized into key departments of operation. These departments include:

- Academics
- Recruiting/Marketing
- Finance (Financial Aid)
- Career Services
- Administration (includes Registrar)

The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus steering team.

The CEP Team consists of:
The functional directors work within their departmental teams to perform the actions included in the CEP. The campus Director has the ultimate responsibility to ensure the implementation of the CEP and the associate dean has been selected to assume the responsibility of coordinating, organizing, and preparing the summary report of the plan.

The designated responsibilities of the CEP Team have been established to monitor and assess the institution’s effectiveness using the following guidelines:

- Each department is represented on the CEP Team. Using historical performance data and input from the various departmental staff, the CEP Team establishes baseline data for each of the primary areas of evaluation.
- The CEP Team develops a list of desired goals and initiatives. These goals and initiatives are necessary to improve the school’s effectiveness in meeting the needs of students, employers, employees, and other communities it serves.
- The CEP Team develops a cohesive strategy for continuous improvement for the school. Specific departmental objectives are identified which satisfy the overall plan.
- The progress and success of stated goals, initiatives, and outcomes are reviewed quarterly and appropriate amendments and/or revisions may be added. The agenda, participants, and minutes of these quarterly meetings are maintained at the school.
- The institute’s management team discusses the progress of many of the plan’s initiatives at weekly managers’ meetings. In addition, several of the initiatives may be discussed at faculty meetings, faculty in-services, and other school departmental gatherings.

Objectives
ITT Technical Institute is continuously monitoring itself and searching for ways to improve its effectiveness. The Institute has identified several key objectives that are foundational to pursuing continuous improvement and development and meeting the needs of students, employers, and employees:

- Ensure that the school is responsive to the needs of the individual student and has the services available to maximize student success.
- Provide the resources and tools to assist students in acquiring technical, critical thinking, and interpersonal skills to help them achieve success in the workplace.
- Ensure that quality, compliance, and customer satisfaction are always at the forefront of all that we do.
- Focus on the development of faculty teaching skills by ensuring that individualized development plans are established and implemented.
- Ensure that the institute and its employees stay current with changes in business and industry as it relates to workplace skill needs.
- Assist students and graduates in securing exceptional employment opportunities related to their field of study.
- Provide ongoing career and education assistance to students and graduates.
- Ensure student enrollment is maintained at a level that allows for continued financial stability and institutional growth.

It will be these basic objectives that will drive the CEP.
Program Offerings and Characteristics

ITT Technical Institute is divided into 4 schools offering academic associate degree programs and bachelor degree programs in several areas of study.

Chart (A)
Program Offerings

<table>
<thead>
<tr>
<th>School of Study</th>
<th>Program Name</th>
<th>Program Abbreviation</th>
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<tbody>
<tr>
<td>Business Management</td>
<td>Business Management Associate of Science</td>
<td>ASBMG</td>
</tr>
<tr>
<td>School of Drafting and Design</td>
<td>Computer Drafting and Design Associate of Science</td>
<td>ASDD</td>
</tr>
<tr>
<td>School of Electronics Technology</td>
<td>Computer and Electronics Engineering Associate of Science</td>
<td>ASCEET</td>
</tr>
<tr>
<td>School of Criminal Justice</td>
<td>Criminal Justice Associate of Science</td>
<td>ASCJ</td>
</tr>
<tr>
<td>Drafting and Design Technology</td>
<td>Drafting and Design Technology Associate of Science</td>
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<td>Electrical Engineering Technology</td>
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<td>ASELET</td>
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<td>Graphic Communications and Design</td>
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<td>ASGCD</td>
</tr>
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<td>School of Information Technology</td>
<td>Information Technology (Computer Network Systems Option) Associate of Science</td>
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</tr>
<tr>
<td>Mobile Communications Technology</td>
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<td>ASMCT</td>
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<td>Network Systems Administration</td>
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<td>ASNSA</td>
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<td>Paralegal</td>
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<td>School of Drafting and Design</td>
<td>Construction Management Bachelor of Science</td>
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<td>Electronics and Communications Engineering Bachelor of Science</td>
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<td>School of Information Technology</td>
<td>Information Systems Security Bachelor of Science</td>
<td>BSISS</td>
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<td>School of Information Technology</td>
<td>Project Management Bachelor of Science</td>
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</table>

The programs emphasize technology-oriented study leading to an associate degree or bachelor degree and employment in entry-level positions. All programs blend traditional academic instruction with practical applications of theory in a laboratory environment and are designed to foster critical thinking, communication, and teamwork skills, while reinforcing both the theoretical and applied principles of technology. Each curriculum integrates technology, lifelong learning, and professional development activities. Curricular integration helps students connect the entire learning process to their lifetime career goals. These skills are essential for success in a dynamic information society. Students also receive instruction in general education subjects. The programs consist of introductory quarters of basic knowledge and skills common to all programs. The later quarters of the programs allow students to pursue more specialized areas of study.

Instructors, corporate curriculum specialists, and Advisory Committees review curriculum content regularly to ensure continued relevance with technology in the workplace.

Institutional Demographics

Students' ages fall into non-traditional postsecondary age ranges but all students have a high school diploma or a GED. With a flexible schedule of classes, students have time available for at least part-time employment. Although it is not encouraged, many students work full-time.

Chart (A)(2) Part 1
Institutional Demographics

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<th>Student</th>
<th>Total</th>
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ITT Technical Institute - Baton Rouge
July 2011
Campus Effectiveness Plan July 2011

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<th>Information</th>
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<td>P.M. Students</td>
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<td>Port-Time Students</td>
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<td>American Indian or Alaskan Native</td>
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Chart (A)(2) Part 2
Institutional Demographics

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</tbody>
</table>

The demographic history of the school reflects the communities in which it serves.

OUTCOMES

Student Retention

The campus focus is on developing a rapport with students and proactive retention activities to ensure good learning outcomes and maximize the retention of students.

Instruments of Assessment

The institute utilizes reports from ITT Reports (used to submit the ACICS Accountability Report (AR)) as a key tool for measuring student retention rates. This tool provides two benefits: (1) A well thought out and consistent measure for tracking and analyzing retention rates, and (2) the ability to utilize the aggregate data provided by ACICS as a measuring tool to evaluate its own performance.

Additional key instruments used to assess student retention include the following:

- **Student Attrition**: Attrition is the counterpart to retention. High attrition indicates low retention and vice versa. The Census Report is reviewed at least monthly.

- **Student Engagement**: Student engagement is measured by student attendance and the ability to complete program courses.

- **Student Course Evaluations**: Student Course Evaluations are administered at the completion of each course. These surveys are reviewed and possible retention issues identified.
Campus Effectiveness Plan July 2011

- Annual Campus Student Satisfaction Surveys: Annual campus surveys are administered and are another way to identify underlying reasons for low retention.

The campus acknowledges that there are times when it is necessary for a student to withdraw from school. However, it is important to the school that students are withdrawing for the "right" reasons, and to help ensure that is the case, every attempt is made to determine why a student is leaving. This information is then combined with other available information and used to develop a plan to address key reasons for withdrawal that are within the campus’ control.

Historical Data

Chart (B)  
Student Retention Data: Campus vs. ACICS Aggregate

<table>
<thead>
<tr>
<th>Year Ending June 30</th>
<th>Campus Retention Rate</th>
<th>ACICS Aggregate Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>68.2%</td>
<td>75%</td>
</tr>
<tr>
<td>2010</td>
<td>73.1%</td>
<td>73%</td>
</tr>
<tr>
<td>2011</td>
<td>74%</td>
<td>TBD%</td>
</tr>
<tr>
<td>Year to Date</td>
<td>73.9%</td>
<td>N/A</td>
</tr>
<tr>
<td>Three Year Average</td>
<td>72.8%</td>
<td>N/A</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>75.0%</td>
<td>Minimum 60%</td>
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</table>

Chart (C)  
ITT Technical Institute Programmatic Retention History

<table>
<thead>
<tr>
<th>Program</th>
<th>Three Year Average</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>Year to Date</th>
<th>2012 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCDD</td>
<td>74.3%</td>
<td>66.9%</td>
<td>80.4%</td>
<td>75.5%</td>
<td>79%</td>
<td>83%</td>
</tr>
<tr>
<td>ASCET</td>
<td>76%</td>
<td>77.1%</td>
<td>78.4%</td>
<td>72.8%</td>
<td>74.1%</td>
<td>83%</td>
</tr>
<tr>
<td>ASCJ</td>
<td>65.6%</td>
<td>68.9%</td>
<td>58.7%</td>
<td>69.8%</td>
<td>66.7%</td>
<td>77%</td>
</tr>
<tr>
<td>ASITONS</td>
<td>74.6%</td>
<td>71%</td>
<td>78.1%</td>
<td>74.7%</td>
<td>74.5%</td>
<td>80%</td>
</tr>
<tr>
<td>ASMCT</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>82.8%</td>
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<td>83%</td>
</tr>
<tr>
<td>ASPLS</td>
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<td>0%</td>
<td>75%</td>
<td>66.7%</td>
<td>57.1%</td>
<td>83%</td>
</tr>
<tr>
<td>ASVC</td>
<td>81.7%</td>
<td>82.1%</td>
<td>77.5%</td>
<td>85.6%</td>
<td>85.9%</td>
<td>80%</td>
</tr>
<tr>
<td>BSCJ</td>
<td>0%</td>
<td>33.3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>NA</td>
</tr>
<tr>
<td>BSECET</td>
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<td>42.9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>NA</td>
</tr>
<tr>
<td>BSISS</td>
<td>59.1%</td>
<td>62.5%</td>
<td>27.3%</td>
<td>67.5%</td>
<td>91.7%</td>
<td>85%</td>
</tr>
<tr>
<td>BSPM</td>
<td>0%</td>
<td>0%</td>
<td>94.4%</td>
<td>76.3%</td>
<td>75%</td>
<td>80%</td>
</tr>
</tbody>
</table>

*Any program with less than 60% retention falls below ACICS expectations.*

Chart (D)  
Student Attrition

<table>
<thead>
<tr>
<th>School of Study</th>
<th>Three Year Average</th>
<th>Four Quarter Average</th>
<th>Prior Year Quarter 4 2010</th>
<th>Quarter 1 2011</th>
<th>Quarter 2 2011</th>
<th>Quarter 3 2011</th>
<th>2011 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Criminal Justice</td>
<td>10.9%</td>
<td>9.3%</td>
<td>6.7%</td>
<td>8.5%</td>
<td>8.8%</td>
<td>0.8%</td>
<td>8%</td>
</tr>
<tr>
<td>School of Drafting and Design</td>
<td>0%</td>
<td>4.8%</td>
<td>3.4%</td>
<td>4%</td>
<td>5%</td>
<td>0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>School of Electronics Technology</td>
<td>6.5%</td>
<td>6.1%</td>
<td>5.6%</td>
<td>6.3%</td>
<td>5.1%</td>
<td>0.7%</td>
<td>5.0%</td>
</tr>
<tr>
<td>School of Information Technology</td>
<td>7.3%</td>
<td>5.5%</td>
<td>4%</td>
<td>4.5%</td>
<td>4.7%</td>
<td>0%</td>
<td>5.0%</td>
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</tbody>
</table>

Chart (E)  
Student Engagement

<table>
<thead>
<tr>
<th></th>
<th>Three Year</th>
<th>Four Quarter</th>
<th>December</th>
<th>March 2011</th>
<th>June 2011</th>
<th>September</th>
<th>2011</th>
</tr>
</thead>
</table>

ITT Technical Institute - Baton Rouge  
July 2011
## Campus Effectiveness Plan July 2011

<table>
<thead>
<tr>
<th>School of Study</th>
<th>Average</th>
<th>Average</th>
<th>2010</th>
<th>2011</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Criminal Justice</td>
<td>0%</td>
<td>72.8%</td>
<td>73.7%</td>
<td>81.3%</td>
<td>93.3%</td>
</tr>
<tr>
<td>School of Drafting and Design</td>
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<td>77.6%</td>
<td>78.5%</td>
<td>79.1%</td>
<td>94.8%</td>
</tr>
<tr>
<td>School of Criminal Justice</td>
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<td>77.6%</td>
<td>79.8%</td>
<td>80.1%</td>
<td>93.8%</td>
</tr>
<tr>
<td>School of Information Technology</td>
<td>0%</td>
<td>80.4%</td>
<td>79.6%</td>
<td>82.2%</td>
<td>94.7%</td>
</tr>
</tbody>
</table>

**Chart (F)**

Student Course Evaluation

Responses are ranked: 5 = Strongly Agree  4 = Agree  3 = Undecided  2 = Disagree  1 = Strongly Disagree

<table>
<thead>
<tr>
<th>Question</th>
<th>Three Year Average Ranking</th>
<th>Four Quarter Average Ranking</th>
<th>December 2010</th>
<th>March 2011</th>
<th>June 2011</th>
<th>September 2011</th>
<th>2011 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5.) Labs/ equipment</td>
<td>1 - 2.7%</td>
<td>1 - 2.9%</td>
<td>1 - 2.6%</td>
<td>1 - 3.3%</td>
<td>1 - 0%</td>
<td>1 - 0%</td>
<td>1 - 1%</td>
</tr>
<tr>
<td>were in good condition</td>
<td>2 - 3%</td>
<td>2 - 2.7%</td>
<td>2 - 2.9%</td>
<td>2 - 2%</td>
<td>2 - 0%</td>
<td>2 - 0%</td>
<td>2 - 2%</td>
</tr>
<tr>
<td></td>
<td>3 - 7.4%</td>
<td>3 - 7.2%</td>
<td>3 - 9.4%</td>
<td>3 - 6.9%</td>
<td>3 - 0%</td>
<td>3 - 0%</td>
<td>3 - 7%</td>
</tr>
<tr>
<td></td>
<td>4 - 28.7%</td>
<td>4 - 24%</td>
<td>4 - 24.9%</td>
<td>4 - 21.7%</td>
<td>4 - 0%</td>
<td>4 - 0%</td>
<td>4 - 18%</td>
</tr>
<tr>
<td></td>
<td>5 - 58.2%</td>
<td>5 - 63.2%</td>
<td>5 - 60.2%</td>
<td>5 - 66.2%</td>
<td>5 - 0%</td>
<td>5 - 0%</td>
<td>5 - 72%</td>
</tr>
<tr>
<td>(6.) LRC and VL</td>
<td>1 - 2.6%</td>
<td>1 - 2.8%</td>
<td>1 - 2.5%</td>
<td>1 - 3%</td>
<td>1 - 0%</td>
<td>1 - 0%</td>
<td>1 - 1%</td>
</tr>
<tr>
<td>were available and accessible</td>
<td>2 - 2.2%</td>
<td>2 - 1.7%</td>
<td>2 - 2.1%</td>
<td>2 - 1.9%</td>
<td>2 - 0%</td>
<td>2 - 0%</td>
<td>2 - 2%</td>
</tr>
<tr>
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<td>3 - 7.1%</td>
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<td>3 - 8.1%</td>
<td>3 - 5.5%</td>
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<td>3 - 0%</td>
<td>3 - 5%</td>
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<tr>
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<td>4 - 24%</td>
<td>4 - 25.2%</td>
<td>4 - 20.9%</td>
<td>4 - 0%</td>
<td>4 - 0%</td>
<td>4 - 22%</td>
</tr>
<tr>
<td>(7.) Course met</td>
<td>1 - 3%</td>
<td>1 - 3.1%</td>
<td>1 - 3.1%</td>
<td>1 - 3.6%</td>
<td>1 - 0%</td>
<td>1 - 0%</td>
<td>1 - 5%</td>
</tr>
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<td>expectations</td>
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<td>2 - 3.3%</td>
<td>2 - 2.1%</td>
<td>2 - 0%</td>
<td>2 - 0%</td>
<td>2 - 5%</td>
</tr>
<tr>
<td></td>
<td>3 - 8.6%</td>
<td>3 - 7.5%</td>
<td>3 - 9.4%</td>
<td>3 - 7%</td>
<td>3 - 0%</td>
<td>3 - 0%</td>
<td>3 - 6%</td>
</tr>
<tr>
<td></td>
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<td>4 - 21.9%</td>
<td>4 - 0%</td>
<td>4 - 0%</td>
<td>4 - 25%</td>
</tr>
<tr>
<td></td>
<td>5 - 56.7%</td>
<td>5 - 61.4%</td>
<td>5 - 59.7%</td>
<td>5 - 65.4%</td>
<td>5 - 0%</td>
<td>5 - 0%</td>
<td>5 - 66%</td>
</tr>
</tbody>
</table>
## Campus Effectiveness Plan July 2011

### Chart (G) Part 1

**Annual Campus Student Satisfaction Survey**

Responses are ranked: 5 = Extremely Satisfied 4 = Satisfied 3 = Undecided 2 = Dissatisfied 1 = Extremely Dissatisfied

<table>
<thead>
<tr>
<th>How satisfied are you with the:</th>
<th>Three Year Average</th>
<th>December 2010</th>
<th>December 2011</th>
<th>2011 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 1.1%</td>
<td>1 - 1.5%</td>
<td>1 - 0%</td>
<td>1 - 5%</td>
<td></td>
</tr>
<tr>
<td>2 - 2.2%</td>
<td>2 - 1.8%</td>
<td>2 - 0%</td>
<td>2 - 1.5%</td>
<td></td>
</tr>
<tr>
<td>3 - 6.9%</td>
<td>3 - 8.8%</td>
<td>3 - 0%</td>
<td>3 - 8%</td>
<td></td>
</tr>
<tr>
<td>4 - 34.2%</td>
<td>4 - 33.9%</td>
<td>4 - 0%</td>
<td>4 - 40%</td>
<td></td>
</tr>
<tr>
<td>5 - 55.5%</td>
<td>5 - 54%</td>
<td>5 - 0%</td>
<td>5 - 50%</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Affairs Administrators and Services</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 1.1%</td>
<td>1 - 1.1%</td>
<td>1 - 0%</td>
<td>1 - 5%</td>
<td></td>
</tr>
<tr>
<td>2 - 2%</td>
<td>2 - 2.5%</td>
<td>2 - 0%</td>
<td>2 - 1.5%</td>
<td></td>
</tr>
<tr>
<td>3 - 9.9%</td>
<td>3 - 10.9%</td>
<td>3 - 0%</td>
<td>3 - 9%</td>
<td></td>
</tr>
<tr>
<td>4 - 33.2%</td>
<td>4 - 32.9%</td>
<td>4 - 0%</td>
<td>4 - 40%</td>
<td></td>
</tr>
<tr>
<td>5 - 53.7%</td>
<td>5 - 52.5%</td>
<td>5 - 0%</td>
<td>5 - 50%</td>
<td></td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>1 - 0%</td>
<td>1 - 5%</td>
<td></td>
</tr>
<tr>
<td>2 - 2.1%</td>
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<td>2 - 0%</td>
<td>2 - 1.5%</td>
<td></td>
</tr>
<tr>
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<td>3 - 0%</td>
<td>3 - 9%</td>
<td></td>
</tr>
<tr>
<td>4 - 34.9%</td>
<td>4 - 36.9%</td>
<td>4 - 0%</td>
<td>4 - 40%</td>
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</tr>
<tr>
<td>5 - 51.9%</td>
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<td>5 - 0%</td>
<td>5 - 50%</td>
<td></td>
</tr>
<tr>
<td><strong>Finance Department Staff and Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1 - 2.2%</td>
<td>1 - 2.9%</td>
<td>1 - 0%</td>
<td>1 - 5%</td>
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</tr>
<tr>
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<td>5 - 0%</td>
<td>5 - 50%</td>
<td></td>
</tr>
<tr>
<td><strong>Career Services Staff and Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 2.3%</td>
<td>1 - 1.8%</td>
<td>1 - 0%</td>
<td>1 - 5%</td>
<td></td>
</tr>
<tr>
<td>2 - 1.7%</td>
<td>2 - 0.7%</td>
<td>2 - 0%</td>
<td>2 - 1.5%</td>
<td></td>
</tr>
<tr>
<td>3 - 17.9%</td>
<td>3 - 14.6%</td>
<td>3 - 0%</td>
<td>3 - 9%</td>
<td></td>
</tr>
<tr>
<td>4 - 29.4%</td>
<td>4 - 25.9%</td>
<td>4 - 0%</td>
<td>4 - 40%</td>
<td></td>
</tr>
<tr>
<td>5 - 48.8%</td>
<td>5 - 56.9%</td>
<td>5 - 0%</td>
<td>5 - 50%</td>
<td></td>
</tr>
<tr>
<td><strong>Recruitment Staff and Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 1.3%</td>
<td>1 - 1.1%</td>
<td>1 - 0%</td>
<td>1 - 5%</td>
<td></td>
</tr>
<tr>
<td>2 - 0.9%</td>
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<td>2 - 0%</td>
<td>2 - 1.5%</td>
<td></td>
</tr>
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<td>3 - 14.6%</td>
<td>3 - 15.7%</td>
<td>3 - 0%</td>
<td>3 - 9%</td>
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<td>4 - 30.7%</td>
<td>4 - 26.3%</td>
<td>4 - 0%</td>
<td>4 - 40%</td>
<td></td>
</tr>
<tr>
<td>5 - 52.6%</td>
<td>5 - 54.7%</td>
<td>5 - 0%</td>
<td>5 - 50%</td>
<td></td>
</tr>
</tbody>
</table>
Chart (G) Part 2
Annual Campus Student Satisfaction Survey
Responses are ranked: 5 = Extremely Satisfied 4 = Satisfied 3 = Undecided 2 = Dissatisfied 1 = Extremely Dissatisfied

<table>
<thead>
<tr>
<th>How satisfied are you with the:</th>
<th>Three Year Average</th>
<th>December 2010</th>
<th>December 2011</th>
<th>2011 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 1%</td>
<td>1 - 1.5%</td>
<td>1 - 0%</td>
<td>1 - 5%</td>
<td></td>
</tr>
<tr>
<td>2 - 3.1%</td>
<td>2 - 2.2%</td>
<td>2 - 0%</td>
<td>2 - 1.5%</td>
<td></td>
</tr>
<tr>
<td>3 - 11.6%</td>
<td>3 - 12.8%</td>
<td>3 - 0%</td>
<td>3 - 3%</td>
<td></td>
</tr>
<tr>
<td>4 - 34.8%</td>
<td>4 - 35.4%</td>
<td>4 - 0%</td>
<td>4 - 25%</td>
<td></td>
</tr>
<tr>
<td>5 - 49.5%</td>
<td>5 - 48.2%</td>
<td>5 - 0%</td>
<td>5 - 70%</td>
<td></td>
</tr>
<tr>
<td><strong>Labs and Lab Equipment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 3.2%</td>
<td>1 - 3.6%</td>
<td>1 - 0%</td>
<td>1 - 1%</td>
<td></td>
</tr>
<tr>
<td>2 - 7.6%</td>
<td>2 - 8.4%</td>
<td>2 - 0%</td>
<td>2 - 2%</td>
<td></td>
</tr>
<tr>
<td>3 - 12.1%</td>
<td>3 - 13.1%</td>
<td>3 - 0%</td>
<td>3 - 5%</td>
<td></td>
</tr>
<tr>
<td>4 - 31.8%</td>
<td>4 - 27.7%</td>
<td>4 - 0%</td>
<td>4 - 20%</td>
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<td>5 - 45.2%</td>
<td>5 - 47.1%</td>
<td>5 - 0%</td>
<td>5 - 72%</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Resource Center</strong></td>
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Analysis of Retention Data

The institute realizes that retention is a critical issue if students are to fulfill their academic objectives. To this end, the campus regularly reviews available retention and attrition data. The institution’s three-year average retention rate is below the ACICS multi-year average retention rate. A review of the internal and external factors contributing to low retention is a primary focus of the IEP Team, and they are implementing new initiatives to improve student retention. Improvements will be made possible by the individual instructors who work hard to engage their students. School Chairs who lead the instructors in staying focused on program goals, the Academic Affairs department who support the program and the Administration who ensure that campus goals are being achieved and students are staying in school. The institution’s most recent average retention rate was less than that of the most recent ACICS average retention rate because of the various challenges faced by the campus over recent months. New initiatives will be established to address historical deficiencies in order to meet or exceed ACICS average retention rates. Individual program average retention rates, both high and low, have determined the institution’s average retention rate; therefore, all programs are reviewed individually for factors affecting, either positively or negatively, retention rates. Best practices are to be initiated in programs showing deficiencies.

Programs to be more closely monitored over the next year for their specific impact on campus retention rates will include:

- Computer Drafting and Design Associate of Science
- Criminal Justice Associate of Science
- Paralegal Associate of Science

Attrition is the counterpart to retention; attrition is regularly monitored by the campus. Student engagement is also monitored regularly. For the purposes of the IEP, attrition and student engagement are tracked by school of study. Attrition and Student Engagement are indicators of success or failure in retaining students. Schools of study are performing both above and below the institute’s attrition goals. Each school of study must be reviewed for its specific success or deficiency as it relates to attrition in order to transfer the successes of one to the deficiencies of the others.

Schools of study to be more closely monitored over the next year for their specific impact on the campus’ overall attrition goals are:

- School of Criminal Justice
- School of Drafting and Design
- School of Electronics Technology
- School of Information Technology

Some schools of study are performing less than the institute’s stated student engagement goals. Each school of study must be reviewed for its specific deficiency as it relates to student engagement in order to discover areas that can be improved upon. Faculty will be challenged to mentor those faculty who are achieving below the institute’s goals.

Schools of study to be more closely monitored over the next year for their specific impact on student engagement are:

- School of Criminal Justice
- School of Drafting and Design
- School of Electronics Technology

Student Course Evaluations and Student Satisfaction Surveys reveal some insight into factors contributing to student retention. Results indicated that the campus should focus new initiatives aimed at improving in the areas of:

- Equipment
- Learning Resource Center/Virtual Library
- Curriculum
- Academic Affairs/Faculty

Goals and Initiatives to Improve Retention

Retention rates are a priority with ITT Technical Institute and are critical in fulfilling its mission. Procedures are in place to identify potentially high-risk students and with the help of internal reports and surveys to monitor retention/attrition and student engagement, the campus will strive to achieve above-average student retention rates. Specific goals include:
Campus Effectiveness Plan July 2011

Chart (H)

Dean

Objective

1. Achieve Gross Drop Attrition Rate (measured against 2011 budget)

Initiatives | Target Completion Dates
--- | ---
1a Conduct daily attendance review with Chairs | Daily
1b Conduct Faculty Training Program Focused on New and Underperforming Instructors | Quarterly
1c Hold Instructors Accountable for Student Engagement Targets | Weekly

Objective

3. Achieve average student success percentage

Initiatives | Target Completion Dates
--- | ---
3a Hold Chairs and Instructors Accountable for Student Success Targets, Strategic Course Assignments, Faculty Training Goals | Weekly
3b Hold Chairs Accountable for Reviewing Lesson Plans at Least One Week Prior to Class | Weekly
3c Implement SAP Remediation Plans for At-Risk Students Prior to Evaluation Points | Quarterly

Additional goals and initiatives related to improving retention include:

- Increase student engagement by 1 to 2%
- Increase retention by 3 to 5% over the best year’s rate
- Reduce attrition by 1%
- Improve student engagement by 3 to 5%
- Increase opportunities to build a sense of community
- Students needing additional one-on-one attention will have increased tutoring opportunities with expanded office hours and additional peer mentors.
- A special student task force will be created for a peer-to-peer mentoring initiative as well as a group committed to giving back to the community through community service projects.
- Instructors will increase the use of key speakers and field trips to maintain a high level of motivation among students.
- Provide a number of academically-focused student activities, such as a student news broadcast, membership in clubs and associations, and the career-related training exercises mingle students inside and outside of classrooms.
- The purpose is to foster a sense of community among the student population so that the student may find additional motivation to continue as a student during difficult times.
- Throughout the quarter, students who receive grades of "D" or "F" will be contacted weekly. These students will be encouraged to meet with their instructors and to seek assistance from tutors if necessary.
- School Chairs will conduct one-on-one follow-up advising with quarter one students after the term begins.
- The Dean and Associate Dean will provide additional orientation to new instructors on teaching techniques, grade and attendance reporting, and student advisement.
- The Dean, through the assistance of the registrar, maintains a watch list of students with excessive tardiness and/or absences. The Dean is responsible for follow-up with students, and the instructor, who have excessive absenteeism.
- Student feedback will be continually assessed and new initiatives developed as needed.
- Instructors will be observed as outlined by ITT/ESI policy and development goals established to enhance their effectiveness in the classroom.
- Instructors will also be held accountable for contacting students who are absent from class.
- School Chairs will assist with teaching initial classes in an attempt to improve student success.
- Faculty are monitored very closely on the metrics of attendance, retention and student success. Instructors who are not meeting the metrics are redirected, coached, mentored or reassigned.

The Director will ensure all initiatives map to the mission statement.

Graduate Placement

ITT Technical Institute - Baton Rouge
July 2011
An additional campus focus, tied to the mission of the institute, is to assist in graduate placement in all programs of study.

Instruments of Assessment
The institute utilizes reports from ITT Reports (used to submit the ACICS Accountability Report (AR)) as a key tool for measuring student placement rates. This tool provides two benefits: (1) A well thought out and consistent measure for tracking and analyzing retention rates, and (2) the ability to utilize the aggregate data provided by ACICS as a measuring tool to evaluate its own performance.

The campus also uses information related to the local economic outlook and networking opportunities by the Career Services department as additional indicators of graduate placement successes.

Historical Data:

<table>
<thead>
<tr>
<th>Chart (I)</th>
<th>Student Placement Data: Campus vs. ACICS Aggregate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Ending June 30</td>
<td>Campus Placement Rate</td>
</tr>
<tr>
<td>2009</td>
<td>100%</td>
</tr>
<tr>
<td>2010</td>
<td>66.4%</td>
</tr>
<tr>
<td>2011</td>
<td>67.6%*</td>
</tr>
<tr>
<td>Year to Date</td>
<td>70%</td>
</tr>
<tr>
<td>Three Year Average</td>
<td>84.7%</td>
</tr>
<tr>
<td>2012 Goal</td>
<td>85%</td>
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</tbody>
</table>

* 2011 ACICS Placement Data is measured on 9/15/11. This is the YTD percentage and not the final data.

Chart (J) | ITT Technical Institute Programmatic Placement History
<table>
<thead>
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<tbody>
<tr>
<td>Program</td>
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<td>ASCDD</td>
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<td>ASCEET</td>
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<td>ASCJ</td>
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<tr>
<td>ASITCNS</td>
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<td>ASMCT</td>
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<td>ASPS</td>
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<tr>
<td>ASVC</td>
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<tr>
<td>BSCEET</td>
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<tr>
<td>BSSE</td>
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<tr>
<td>BSMN</td>
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</tbody>
</table>

Any program with less than 65% placement falls below ACICS expectations.

Analysis of Placement Data:
The national and local economic conditions play a key role in the placement rates of the institution. The institution’s three year average placement rate exceeded that of the ACICS multi-year average placement rate because of the campus initiatives implemented and accomplishments realized. These initiatives and accomplishments were realized in part by the Career Services’ Director and staff who help prepare graduates for employment, and stay active in the community and promote the campus’ graduates to local employers. These relationships in the community are critical to success, regardless of positive or adverse economic conditions. Placement success is also achieved with individual instructors who prepare students for their careers, School Chairs who lead the instructors in staying current in their fields in order to adequately prepare students for employment, the Academic Affairs department who support the programs and the Administration who ensure that campus goals are being achieved related to placing graduates. Active Advisory Committees, who are part of the employer community for which the campus prepares graduates, also contribute in preparing for and achieving placement for graduates of the institution.

The current placement rate of 67.6% is on track to be well ahead of the ACICS aggregate again for 2011 once finalized on September 15, 2011 as the Career Services Department is adding additional placements on a weekly basis and increasing this percentage. It is believed that the institution’s most recent average placement rate will exceed that of the most recent ACICS average placement rate because of the campus initiatives implemented and accomplishments realized. Despite adverse economic factors, the campus realized placement success because of the tenacity of its Career Services staff and the campus support structure currently in place. Initiatives of the entire campus and the focused efforts of the Career Services department.
Campus Effectiveness Plan July 2011

yielded exemplary results. Individual program average placement rates, both high and low, have determined the institution's average placement rate; therefore, all programs are reviewed individually for factors affecting, either positively or negatively, placement rates. Best practices are to be initiated in programs showing deficiencies.

Programs to be more closely monitored over the next year for their specific impact on campus placement rates will include the following:

- Computer And Electronics Engineering Technology Associate of Science
- Criminal Justice Associate of Science
- Information Technology (Computer Network Systems Option) Associate of Science

Goals and Initiatives to Improve Placement:
Placement of the institute's graduates is a top priority at ITT Technical Institutes. With each graduation, it is the institute's goal to secure the best placement possible in the respective graduate's field of study.

<table>
<thead>
<tr>
<th>Chart (K)</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td></td>
</tr>
<tr>
<td>4. Rolling 4 quarters' Graduate 2011 ETG Rate, measured on 3/31/11, 6/30/11, 9/30/11, and 12/31/11.</td>
<td></td>
</tr>
<tr>
<td><strong>Initiatives</strong></td>
<td><strong>Target Completion Dates</strong></td>
</tr>
<tr>
<td>4a Implement CS Plan versus Actual Performance Management Model</td>
<td>1/1/2012</td>
</tr>
<tr>
<td>4b Participate in EGC (show) meetings</td>
<td>1/1/2012</td>
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<tr>
<td>4c</td>
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</table>

<table>
<thead>
<tr>
<th>Chart (L)</th>
<th>Director of Career Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td></td>
</tr>
<tr>
<td>3. Pre-graduate placement rates for Mar 11, Jun 11, Sept 11 and Dec 11, measured on measured on 3/31/11, 6/30/11, 9/30/11, and 12/31/11.</td>
<td></td>
</tr>
<tr>
<td><strong>Initiatives</strong></td>
<td><strong>Target Completion Dates</strong></td>
</tr>
<tr>
<td>3a Use of the Career Services Plan vs. Actual Performance Model and discussion during weekly Department meetings</td>
<td>1/1/2012</td>
</tr>
<tr>
<td>3b Use Pre-graduate Quarterly Calendar to drive engagement and action timelines</td>
<td>1/1/2012</td>
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<tr>
<td>3c Create individual career game plans for each pre-graduate to ensure maximum success</td>
<td>1/1/2012</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Chart (M)</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td></td>
</tr>
<tr>
<td>7. Conduct Reputation Building Events to strengthen the colleges' relationship to the community</td>
<td></td>
</tr>
<tr>
<td><strong>Initiatives</strong></td>
<td><strong>Target Completion Dates</strong></td>
</tr>
<tr>
<td>7a Personally complete a minimum of 8 Annually</td>
<td>Monthly</td>
</tr>
<tr>
<td>7b Goal Recruitment, Academic Affairs and Career Services with 4 events annually</td>
<td>Quarterly</td>
</tr>
<tr>
<td>7c Goal Community Relations Specialist to coordinate/assist with all Reputation Building Events held throughout the year</td>
<td>Monthly</td>
</tr>
<tr>
<td>8. College Visits by Influential Constituents</td>
<td></td>
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</table>
Campus Effectiveness Plan July 2011

<table>
<thead>
<tr>
<th>Part icipate in Legislative Affairs training with HQ Communications Department</th>
<th>Quarterly</th>
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</thead>
<tbody>
<tr>
<td>Collab orate with CRS and DOCS to Build Key Relationships</td>
<td>Monthly</td>
</tr>
<tr>
<td>Leverage United Way and LCCA to Build New Relationships</td>
<td>Monthly</td>
</tr>
</tbody>
</table>

Additional goals and initiatives related to student placement:

- Increase placement rate by a minimum of 2% over current three year average.
- Increase the number of employers who employ the campus' graduates.
- Increase the number of employer contacts to develop strong relationships.
- The Career Services department will strive for 50% pre-graduate placement in-field related jobs.
- The Director of Career Services will establish an aggressive schedule to contact graduates to promote placement training and activities.
- The Director of Career Services will aggressively contact key accounts within the employer database to increase job lead development, targeting employers within the fields of study below 70% placement threshold.
- The Director of Career Services will work with faculty to develop new job leads.
- The campus will conduct and digitally capture mock interviews with students and local employers for training purposes.
- Career Services will be present in at least one general education class per quarter throughout the duration of the program.
- Provide resume, portfolio, and salary negotiation workshops for graduates and pre-graduates.
- Create opportunities for employers to visit the campus.
- Students will be encouraged to visit Career Services daily. Job postings will be sent to students through email and hard copy weekly job postings are available within the Career Center.
- Attend School Chair and faculty functions/meetings; conduct presentations as requested to increase CS awareness; provide Dean/School Chairs information frequently about CS events/activities progress; resource presenters, identify employers and contacts in partnership with Academic Affairs.
- Design workshop series to include specific topics: Resume Review, Conducting a Job Search, Interviewing Techniques, and Salary Negotiation.

The Director will ensure all initiatives map to the mission statement.

Graduate Satisfaction

Instruments of Assessment

Graduation Student Satisfaction Survey: Soon-to-be graduates are surveyed prior to graduation. The results are shared with the management team, the CEP Team, and the faculty. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

(Graduate) Exit Interview Survey: All final quarter students, soon-to-be graduates, are surveyed approximately five weeks prior to graduation. The results are shared with the management team, the CEP Team, and the faculty. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

Graduate Questionnaire: A graduate questionnaire is mailed to each graduate approximately one year following graduation. A summary of those surveys is provided to the school Director, functional managers, and appropriate ITT/ESI corporate management for review and assessment. All comments and suggestions made by graduates are reviewed and recognized as contributing factors for the continued development of the campus' programs.

Graduate Salaries: Graduate salaries are reviewed by degree level to help predict graduate satisfaction.
### Campus Effectiveness Plan July 2011

#### Historical Data

**Chart (N) Part 1**

Graduating Student Satisfaction Survey

Responses are ranked: 5 = Extremely Satisfied, 4 = Satisfied, 3 = Undecided, 2 = Dissatisfied, 1 = Extremely Dissatisfied

<table>
<thead>
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<th>How satisfied are you with the:</th>
<th>Three Year Average</th>
<th>Four Quarter Average</th>
<th>December 2010</th>
<th>March 2011</th>
<th>June 2011</th>
<th>September 2011</th>
<th>2011 Goals</th>
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# Campus Effectiveness Plan July 2011

**Chart (N) Part 2**  
Graduating Student Satisfaction Survey  
Responses are ranked: 5 = Extremely Satisfied 4 = Satisfied 3 = Undecided 2 = Dissatisfied 1 = Extremely Dissatisfied

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Below is the most recent data gathered from the (Graduate) Exit Interview Surveys.

Chart (N)(2) (Graduate) Exit Interview Survey

Responses are ranked: 5 = Very Satisfied 4 = Mostly Satisfied 3 = Somewhat Satisfied 2 = Dissatisfied 1 = Very Dissatisfied

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<td>1 - 0%</td>
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<tr>
<td>2 - XX%</td>
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<td>2 - 10%</td>
<td>2 - 0%</td>
<td>2 - 0%</td>
<td>2 - 0%</td>
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<tr>
<td>3 - XX%</td>
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<tr>
<td>4 - XX%</td>
<td>4 - 46%</td>
<td>4 - 10%</td>
<td>4 - 40%</td>
<td>4 - 17.4%</td>
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<td>5 - XX%</td>
<td>5 - 56%</td>
<td>5 - 60%</td>
<td>5 - 43.3%</td>
<td>5 - 69.6%</td>
<td>5 - 43.3%</td>
<td>5 - 70%</td>
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<tr>
<td>Average Ranking</td>
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<tr>
<td>1 - XX%</td>
<td>1 - 0%</td>
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<td>1 - 0%</td>
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<tr>
<td>2 - XX%</td>
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<td>2 - 0%</td>
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<td>2 - 0%</td>
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<td>3 - 13.3%</td>
<td>3 - 8.7%</td>
<td>3 - 13.3%</td>
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<td>4 - XX%</td>
<td>4 - 40%</td>
<td>4 - 20%</td>
<td>4 - 30%</td>
<td>4 - 39.1%</td>
<td>4 - 30%</td>
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<td>5 - XX%</td>
<td>5 - 55%</td>
<td>5 - 70%</td>
<td>5 - 53.3%</td>
<td>5 - 52.2%</td>
<td>5 - 53.3%</td>
<td>5 - 60%</td>
<td></td>
</tr>
</tbody>
</table>
Campus Effectiveness Plan July 2011

Chart (N)(3)
Graduate Questionnaire (Post-Graduation - By Graduation Term)
Responses are ranked:
5 = Completely Satisfied 4 = Mostly Satisfied 3 = Somewhat Satisfied 2 = Hardly 1 = Not at all

<table>
<thead>
<tr>
<th></th>
<th>Three Year Average</th>
<th>Four Quarter Average</th>
<th>December 2010</th>
<th>March 2011</th>
<th>June 2011</th>
<th>September 2011</th>
<th>2011 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did your education help you in your position?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Yes 95%</td>
</tr>
<tr>
<td>Have you continued your education since graduation?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>What changes would you suggest to better prepare students for employment?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Chart (O)
Graduate Salaries

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Three Year Average</th>
<th>Four Quarter Average</th>
<th>December 2010</th>
<th>March 2011</th>
<th>June 2011</th>
<th>September 2011</th>
<th>2011 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Bachelor</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Masters</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Analysis of Graduate Satisfaction
Graduating Student Satisfaction and Graduate Exit Interview Surveys reveal some insight into factors contributing to graduate satisfaction. Results indicated that the campus should focus new initiatives aimed at improving in the areas of:

- Equipment
- Curriculum
- Administration
- Academic Affairs/Faculty
- Finance
- Career Services
- Recruitment

A review of Graduate Surveys (post-graduation) could not be made because no surveys had been returned.

One of the measures used to determine that graduates are satisfied with the education that they received is found in the monetary reward that they achieve in their field of study. Specifically, graduates are satisfied in part based on what monetary return is achieved as compared to the investment that they made in their education. Graduate salary history at the campus indicates that there has been no increase in salaries at any degree level in the past twelve months. There has been no increase in salaries at any degree level when the twelve month average is compared to the three-year average. Salary history for the campus' graduates reflects the economy as a whole.

Goals and Initiatives to Improve Graduate Satisfaction
Graduate satisfaction with their education is important to the institute. Goals and initiatives are established with this in mind.
Campus Effectiveness Plan July 2011

Chart (P)
Director of Career Services

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Rolling 4 quarters' Graduate Salary Improvement by degree level (with unreported salaries &lt;5%), measured on 3/31/11, 6/30/11, 9/30/11, and 12/31/11.</td>
<td>Initiatives</td>
<td>Target Completion Dates</td>
</tr>
<tr>
<td>2a Train CS team on effective salary negotiation training</td>
<td>B/1/11</td>
<td></td>
</tr>
<tr>
<td>2b Target appropriate employers with acceptable compensation ranges</td>
<td>B/1/11</td>
<td></td>
</tr>
<tr>
<td>2c Monitor average salary metrics on an ongoing basis and reinforce team focus accordingly</td>
<td>B/1/11</td>
<td></td>
</tr>
</tbody>
</table>

Additional goals and initiatives related to graduate satisfaction:
- Graduates will be contacted prior to headquarters mailing the Graduate Survey. Graduates will be requested to complete and return the survey to headquarters. Any changes in address will promptly be updated in IRIS to ensure correct mailing address.
- The Dean and Associate Dean will develop a formal action plan to address graduate satisfaction of faculty and will report findings at every CEP meeting.
- The Dean will ensure that curriculum review is performed in accordance with ITT/ESI policy.

The Director will ensure all initiatives map to the mission statement.

**Employer Satisfaction**

**Instruments of Assessment:**

- **Employer Surveys:** In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. The Career Services department sends annual surveys to employers that have hired graduates. The surveys provide an overview of the technical skills, professionalism, and soft-skills relating to the individual graduate's performance.

- **Advisory Committee Surveys:** Since most members of the Advisory Committees are also employers of the institute's graduates, the Institute also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur bi-annually. Surveys are taken at the conclusion of the Advisory Committee meetings (practice started in late 2009); results from these surveys are reviewed by applicable campus leadership as another tool for measuring employer satisfaction.

**Historical Data:**

Below is the most recent data gathered from the Employer Surveys:

<table>
<thead>
<tr>
<th>Chart (Q) Employer Survey Data</th>
<th>Year of Graduation</th>
<th>Surveys Mailed</th>
<th>Surveys Returned</th>
<th>Percent Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>10</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

ITT Technical Institute - Baton Rouge
July 2011
## Chart (Q)(2) Employer Surveys

Responses are ranked: 5 = Excellent, 4 = Good, 3 = Average, 2 = Poor, 1 = Unsatisfactory

<table>
<thead>
<tr>
<th>Graduate Quality</th>
<th>Three Year Average</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance/Attitude</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1 - 0</td>
</tr>
<tr>
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<td>2 - 0</td>
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<td>3 - 10</td>
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<td>4 - 40</td>
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<td>5 - 50</td>
</tr>
<tr>
<td>Ability to Work Unsupervised</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1 - 0</td>
</tr>
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<td>5 - 50</td>
</tr>
<tr>
<td>Increasing Responsibilities</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1 - 0</td>
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<td>5 - 50</td>
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<tr>
<td>Initiative</td>
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<td>N/A</td>
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<td>N/A</td>
<td>1 - 0</td>
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<td>5 - 50</td>
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<tr>
<td>Leadership</td>
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<td>N/A</td>
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<tr>
<td>Organization</td>
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<td>N/A</td>
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<td>1 - 0</td>
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<td>5 - 50</td>
</tr>
<tr>
<td>General Quality of Work</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1 - 0</td>
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<td>5 - 50</td>
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<tr>
<td>Relationship</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1 - 0</td>
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</tr>
<tr>
<td>Overall Graduate Rating</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>1 - 0</td>
</tr>
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<td></td>
<td></td>
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<td>5 - 50</td>
</tr>
<tr>
<td>Average Rating (Not on Survey)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1 - 0</td>
</tr>
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<td>2 - 0</td>
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<td>4 - 40</td>
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<td>5 - 50</td>
</tr>
</tbody>
</table>

Responses below are recorded as percentages of responses received from the above survey:
Campus Effectiveness Plan July 2011

Chart (Q)(3) Employer Graduate Rating

<table>
<thead>
<tr>
<th>Employer Overall Graduate Rating</th>
<th>Three Year Average (%)</th>
<th>2007 (%)</th>
<th>2008 (%)</th>
<th>2009 (%)</th>
<th>2010 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>75%</td>
</tr>
<tr>
<td>Good</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>20%</td>
</tr>
<tr>
<td>Average</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>5%</td>
</tr>
<tr>
<td>Poor</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0%</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0%</td>
</tr>
<tr>
<td>No Rating</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Below is the most recent data gathered from the Advisory Committee Surveys:

Chart (R)

Advisory Committee Surveys

<table>
<thead>
<tr>
<th>Advisory Committee Survey Response Count</th>
<th>Advisory Committee</th>
<th>2010 Fall</th>
<th>2011 Spring</th>
<th>2011 Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Drafting and Design</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td></td>
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<tr>
<td>Health Information Technology</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Employer Satisfaction

History indicates that an increasing number of employers are reluctant to return surveys regarding their satisfaction with graduates. Review of the Employer Surveys was not possible because no surveys were returned.

A review of Advisory Committee Surveys did not reveal any specific area of concern as it relates to achieving the campus' employer satisfaction goals. Results indicated that the campus is achieving acceptable standards in preparing students for their fields of study.

Curriculum modifications
Program oversight
Other student services

It is the campus' intention to see continuous improvement. The institute will always consider employer feedback to ensure continued progress and institutional effectiveness.

Goals and Initiatives to Improve Employer Satisfaction

The following goals have been established as they relate to employer satisfaction:
Campus Effectiveness Plan July 2011

Chart (Rj)(2)
Community Relations Specialist

<table>
<thead>
<tr>
<th>Objective</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Conduct Reputation Building Events to strengthen the colleges' relationship to the community: (measured by total points accumulated, to include points from objective #4) See CRS Spreadsheet for Event Point Values</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a Participate in Legislative Affairs training with HQ Communications</td>
<td>6/1/12</td>
</tr>
<tr>
<td>2b Personally complete a minimum of 8 Annually</td>
<td>6/1/12</td>
</tr>
<tr>
<td>2c Coordinate with DOCS to Build Key Relationships</td>
<td>6/1/12</td>
</tr>
</tbody>
</table>

Additional goals and initiatives related to employer satisfaction include:
- Improve employer response rate by a minimum of 10%
- School Chairs will implement survey-based initiatives to support continued improvement.
- Faculty will engage the community with increased field trips and guest speakers to secure additional employer input into the programs of study.
  - The Director of Career Services will develop tracking reports to maintain employer data by program of study and track returned surveys.
- Establish employer appreciation event, implement local employer presentations in classes

The Director will ensure all initiatives map to the mission statement.

Student Learning Outcomes

Instruments of Assessment:
Key instruments used to assess student learning outcomes include the following:
- **Capstone Courses**: Many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the students understanding of the program objectives. Beginning in 2009, the Dean began tracking class average grades for capstone courses. This will develop a history of data to be used for analyzing student learning outcomes in future CEPs.
- **Capstone Assessment Data**: For some programs, specific learning outcomes assessment is carried out through the application of assessment rubrics. As capstone outcomes assessment data become available, faculty reviews proficiency levels achieved by graduates with respect to specific outcomes and takes improvement actions as needed.
- **Student Engagement**: Student engagement is measured by student attendance and the ability to complete program courses.
- **Student Success**: Student Success is measurement of the number of passing students divided by the number of student attempts (a student attempt is counted when a student sits for a section).
- **Employer Surveys**: Employers are another resource in measuring the graduate's knowledge and determining the level of learning outcomes. In order to monitor the success level of training efforts, the institute surveys employers to obtain their opinion and input in determining success. While the section on Employer Satisfaction contains much more data and detailed information, the institute utilizes the employers' perspective to assist in determining student learning outcomes.
### Campus Effectiveness Plan July 2011

#### Historical Data:

**Chart (S) Student Capstone Course Grade by Program**

<table>
<thead>
<tr>
<th>Program</th>
<th>Course</th>
<th>Three Year Average</th>
<th>December 2010</th>
<th>March 2011</th>
<th>June 2011</th>
<th>September 2011</th>
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</thead>
<tbody>
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<td>0</td>
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</tr>
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Campus Effectiveness Plan July 2011

Chart (5)2
Student Capstone Assessment Data*

<table>
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<tr>
<th>Date</th>
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<th>September 2010</th>
<th>December 2010</th>
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<td><strong>OUTCOME CRITERIA DESCRIPTION</strong></td>
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</tr>
<tr>
<td>Communication (Proposal, research, documentation, presentation)</td>
<td>90</td>
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<td>93</td>
<td>95</td>
</tr>
<tr>
<td>Teamwork</td>
<td>92</td>
<td>95</td>
<td>93</td>
<td>95</td>
</tr>
<tr>
<td>Project Management (scope, milestones, resources, implementation)</td>
<td>92</td>
<td>96</td>
<td>96</td>
<td>91</td>
</tr>
<tr>
<td>Research (Problem statement, literature review, data analysis, technology summary, recommendations and conclusion, bibliography)</td>
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<td>94</td>
<td>95</td>
<td>92</td>
</tr>
<tr>
<td>Critical Thinking, analytical reading, logical reasoning, originality and creativity, and problem solving (Qualitative and quantitative)</td>
<td>90</td>
<td>94</td>
<td>96</td>
<td>92</td>
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<tr>
<td>Identify basic IT tools commonly used in today's business environment</td>
<td>96</td>
<td>97</td>
<td>92</td>
<td>96</td>
</tr>
<tr>
<td>Demonstrate competency in handling computer applications and digitally processed documents</td>
<td>95</td>
<td>93</td>
<td>97</td>
<td>92</td>
</tr>
<tr>
<td>Demonstrate skills in effective use of corporate network infrastructure</td>
<td>94</td>
<td>92</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Describe major functions of generic computer networks hardware and operating systems</td>
<td>96</td>
<td>93</td>
<td>96</td>
<td>92</td>
</tr>
<tr>
<td>Explain process for networking standards and identify major stakeholders in the networking industry standards</td>
<td>94</td>
<td>96</td>
<td>93</td>
<td>92</td>
</tr>
<tr>
<td>Apply necessary processes and procedures in planning, designing and deploying network solutions</td>
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<td>93</td>
<td>93</td>
<td>96</td>
</tr>
<tr>
<td>Differentiate major networking technologies, products and services by standards, functions and technology trends</td>
<td>92</td>
<td>96</td>
<td>93</td>
<td>91</td>
</tr>
<tr>
<td>Articulate typical regulatory and license provisions and related cost factors of major technologies, products and services</td>
<td>90</td>
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<td>93</td>
<td>91</td>
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<tr>
<td>Apply appropriate network development process for the design</td>
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<td>92</td>
<td>91</td>
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<tr>
<td>Plan network implementation strategies and perform simple network management tasks</td>
<td>90</td>
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<td>94</td>
<td>93</td>
</tr>
<tr>
<td>Perform installation, configuration, testing and troubleshooting of the network hardware and software systems</td>
<td>93</td>
<td>95</td>
<td>93</td>
<td>96</td>
</tr>
<tr>
<td>Perform administration, maintenance and user support services</td>
<td>92</td>
<td>94</td>
<td>95</td>
<td>91</td>
</tr>
</tbody>
</table>

*Please see appendices for additional assessments

ITT Technical Institute - Baton Rouge
July 2011
Campus Effectiveness Plan July 2011

Chart (T)
Student Engagement

<table>
<thead>
<tr>
<th>School of Study</th>
<th>Three Year Average</th>
<th>Four Quarter Average</th>
<th>December 2010</th>
<th>March 2011</th>
<th>June 2011</th>
<th>September 2011</th>
<th>2011 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Criminal Justice</td>
<td>0%</td>
<td>72.8%</td>
<td>73.7%</td>
<td>81.3%</td>
<td>93.3%</td>
<td>0%</td>
<td>77.9%</td>
</tr>
<tr>
<td>School of Drafting</td>
<td>0%</td>
<td>77.6%</td>
<td>78.5%</td>
<td>79.1%</td>
<td>94.8%</td>
<td>0%</td>
<td>80.4%</td>
</tr>
<tr>
<td>School of Drafting and Design</td>
<td>83.7%</td>
<td>83.5%</td>
<td>77.7%</td>
<td>81.3%</td>
<td>81.9%</td>
<td>0%</td>
<td>81.2%</td>
</tr>
<tr>
<td>School of Electronics Technology</td>
<td>81.1%</td>
<td>84.7%</td>
<td>86.5%</td>
<td>84.7%</td>
<td>79.8%</td>
<td>0%</td>
<td>81.2%</td>
</tr>
<tr>
<td>School of Information Technology</td>
<td>86.5%</td>
<td>86.5%</td>
<td>85.8%</td>
<td>82.9%</td>
<td>81.8%</td>
<td>0%</td>
<td>86.1%</td>
</tr>
</tbody>
</table>

Analysis of Student Learning Outcomes:

Capstone course grades and outcomes assessment (from capstone rubrics) are indicators of program success or failure. Review of capstone courses is considered essential as part of assessing student learning outcomes. A review at this campus indicates that some programs are reaching their desired level of success. It is the objective of each capstone course that program expertise is clearly evidenced. With these mixed results, courses evidencing below standard results are having both applicable program curriculum content and faculty delivery assessed.

ITT Technical Institute classes utilize mid-term and final exams provided from a corporate generated curriculum and evaluation process. While these are not the only elements in determining a student's final grade, they carry significant weight to lessen the subjectivity an instructor may insert into the process. Assessment of student learning, however, extends beyond grades and those measures are included in the campus' overall assessment of a program's success or its deficiencies.

Student Success is another component of assessing learning outcomes. The number of students starting and passing a course is one indicator of the potential to achieve positive student learning outcomes. Historical data indicates that faculty's and Academic Affairs' historical initiatives were not yielding the desired Student Success rates. New initiatives must be created and sustained to achieve consistent and positive Student Success rates.

The campus evidences its strength through its teachers and curriculum. Core to student success is the ability of his/her respective instructors to effectively communicate the learning material and encourage learning. Student Success and Capstone course results along with Student Engagement are components of assessing learning outcomes. Historical data relating to Student Engagement indicates that the campus' efforts to promote good class attendance and successful completion of program courses have resulted in meeting its stated goals.

Employers are a significant resource in measuring the graduate's knowledge and determining the level of learning outcomes. Review of the Employer Surveys was not possible because no surveys were returned.

Goals and Initiatives to Improve Student Learning Outcomes:

ITT Technical Institute - Baton Rouge
July 2011
Goals and initiatives related to student learning outcomes include:

- Improve Student Success results by a minimum 2%
- Improve Student Engagement results by a minimum 2%
- Increase the number of returned employer surveys
- School Chairs will identify additional reasons for student success and failure and provide the Dean with specific recommendations related to these findings. These will be presented in each faculty meeting as "Best Practices."
- The campus will increase the number of unscheduled classroom observations of instructors. Expected outcome will be an increased awareness for both the supervisor and instructor as to what areas of classroom performance the instructor has mastered and areas that require improvement.
- Increase the number of demonstrations of the Virtual Library for increased utilization of peer-reviewed scholarly resources in addition to the provided course texts.
- New instructors will be required to visit classes of successful instructors so that they can see how they add value to the classroom experience.
- Core instructors will be tasked with increasing the relevance of their material through increased application of knowledge (increasing the use of community resources through field trips and guest speakers).
- School Chairs conduct one-on-one follow-up advising with quarter one and high-risk students.

The Director will ensure all initiatives map to the mission statement.

Curriculum Review

The following instruments are used in the assessment of current curriculum review practices:

- **Student Course Evaluations**: Student surveys are administered on a quarterly basis as an online survey near the end of each quarter. The information secured from the survey results is used to make appropriate changes, which will improve student outcomes, student service, and operational effectiveness.

- **Advisory Committees**: The Advisory Committees meet twice a year for general assembly and twice a year with breakout sessions with School Chairs focusing on curriculum updates and industry changes.

- **Faculty Input**: Faculty exercise academic freedom by developing daily lesson plans and selecting appropriate instructional methodology. Faculty has the opportunity to suggest curricula or text change ideas through an established curriculum review process.
Historical Data
Chart (W)
Student Course Evaluations

Responses are ranked: 5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

<table>
<thead>
<tr>
<th>Question</th>
<th>Three Year Average Ranking</th>
<th>Four Quarter Average Ranking</th>
<th>December 2010</th>
<th>March 2011</th>
<th>June 2011</th>
<th>September 2011</th>
<th>2011 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course content met expectations</td>
<td>1 - 2.7%</td>
<td>1 - 2.7%</td>
<td>1 - 3.2%</td>
<td>1 - 3.5%</td>
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<td>1 - 0%</td>
<td>1 - 5%</td>
</tr>
<tr>
<td></td>
<td>2 - 3.7%</td>
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<td>2 - 3%</td>
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<tr>
<td></td>
<td>3 - 8.5%</td>
<td>3 - 7%</td>
<td>3 - 9.2%</td>
<td>3 - 6%</td>
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<td>3 - 0%</td>
<td>3 - 6%</td>
</tr>
<tr>
<td></td>
<td>4 - 29.1%</td>
<td>4 - 25.6%</td>
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</tr>
<tr>
<td></td>
<td>5 - 56.1%</td>
<td>5 - 61.6%</td>
<td>5 - 39.5%</td>
<td>5 - 64.5%</td>
<td>5 - 0%</td>
<td>5 - 0%</td>
<td>5 - 68%</td>
</tr>
<tr>
<td>(3.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfied with the textbook and other course</td>
<td>1 - 2.5%</td>
<td>1 - 2.5%</td>
<td>1 - 1.9%</td>
<td>1 - 3.5%</td>
<td>1 - 0%</td>
<td>1 - 0%</td>
<td>1 - 0%</td>
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<tr>
<td></td>
<td>2 - 3.1%</td>
<td>2 - 3.3%</td>
<td>2 - 3.5%</td>
<td>2 - 3.8%</td>
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<td>2 - 0%</td>
<td>2 - 0%</td>
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<tr>
<td></td>
<td>3 - 8.1%</td>
<td>3 - 6.7%</td>
<td>3 - 8.5%</td>
<td>3 - 6%</td>
<td>3 - 0%</td>
<td>3 - 0%</td>
<td>3 - 5%</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>5 - 56.8%</td>
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<td>5 - 0%</td>
<td>5 - 70%</td>
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<td>(6.)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The LRC and VL were available and easily accessible</td>
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<td>1 - 3%</td>
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<tr>
<td></td>
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<td></td>
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<td></td>
<td>4 - 27.5%</td>
<td>4 - 24%</td>
<td>4 - 25.2%</td>
<td>4 - 20.9%</td>
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<td>4 - 0%</td>
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</tr>
<tr>
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<td>5 - 68.7%</td>
<td>5 - 0%</td>
<td>5 - 0%</td>
<td>5 - 70%</td>
</tr>
</tbody>
</table>

Student feedback will continue to be gathered and reviewed by faculty and recommendations for changes to curriculum submitted/made as warranted. Faculty feedback regarding curriculum varied from discipline to discipline but is evidenced in meeting minutes from various committees including faculty meetings, the National Curriculum Committee, and the local IEP meetings. Resulting changes are processed through the National Chairs of each respective program.

Feedback from varying sources resulted in the following curriculum changes:

2007:
- Two technical basic courses expanded to include online delivery (TB143 Introduction to Personal Computers and TB332 Professional Procedures and Portfolio Development)
- Added a laboratory component to TB133 Strategies for the Technical Professional
- Replaced TB145 Introduction to Computing with TB150 Computing and Productivity Software in the Criminal Justice and Business programs

2008:
- Replaced TB150 Computing and Productivity Software with TB143 Introduction to Personal Computers in the Criminal Justice programs
- Reclassification of two general education courses, GE184 Problem Solving and GE265 Ethics in Society
- Replaced four courses in the Technical Project Management program

Analysis of Curriculum Review

A review of Student Course Evaluations indicated moderate student concern related to curriculum. Results indicated that the campus should focus new initiatives aimed at improving the curriculum as it relates to:

- Equipment
- Learning Resource Center/Virtual Library Resources

Advisory Committees are an important part of improving the programs offered at the institution. Their feedback over the last few years has prompted changes in textbooks and equipment as well as changes in course offerings. Additionally, Advisory Committee members have provided multiple opportunities to enhance the program curriculum by providing opportunities for field trips and guest speakers.
Goals and Initiatives to Improve Curriculum
Based on the feedback, the following campus goals and initiatives related to curriculum review have been established:

- Increase opportunities for students and faculty to make specific suggestions to improve learning resources
- Increase campus awareness of any specific equipment needs and respond aggressively
- Increase faculty involvement in industry associations to stay current on industry trends
- The System Support Technician will continue to work with each School Chair prior to a quarter start to ensure that hardware and software support curriculum requirements.
- The Director and functional managers will continue to work cooperatively to ensure that all curriculum changes are reviewed, communicated, and processed expeditiously.

The Director will ensure all initiatives map to the mission statement.

Student Enrollment

Instruments of Analysis
Historical student enrollment activity is the key source for measuring the recruitment process. This data is available from a variety of ITT Technical Institute reports and resources. The data is collated and analyzed to determine enrollment success associated with two key areas:

- New Starts
- Student Re-Entries

Historical Data:

Chart (X) New Starts Quarterly Enrollment (By Program and Term)

<table>
<thead>
<tr>
<th>Program</th>
<th>New Starts Total</th>
<th>December 2010</th>
<th>March 2011</th>
<th>June 2011</th>
<th>September 2011</th>
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<td>0</td>
<td>0</td>
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<td>120</td>
<td>86</td>
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## Campus Effectiveness Plan July 2011

### Chart (Y) Re-Entries Quarterly Enrollment (By Program and Term)

<table>
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<th>Program</th>
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<th>June 2011</th>
<th>September 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prior Year's Total</td>
<td>Current Year-to-Date</td>
<td>Prior Year's December Quarter</td>
<td>Prior Year's March Quarter</td>
<td>Prior Year's June Quarter</td>
</tr>
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<td>ASCDD</td>
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<td>4</td>
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<td>9</td>
</tr>
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<tr>
<td>BSECET</td>
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<td>BSIS</td>
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<td>BSPM</td>
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<td>1</td>
<td>0</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>131</strong></td>
<td><strong>109</strong></td>
<td><strong>30</strong></td>
<td><strong>27</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

*Total applicable enrollment for the referenced quarter*

**Analysis of Student Enrollment:**
Review of student enrollment over the last twelve months reflects an increase in enrollments. The Director of Recruitment in cooperation with the Director and staff help ensure that enrollment goals are met. By meeting enrollment goals, financial stability is maintained and students have a larger population from which they interact which enhances the learning experience.
Campus Effectiveness Plan July 2011

Goals and Initiatives to Improve Student Enrollment:

Chart (Z)
Director of Recruitment

<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New Starts (measured against Budget for quarters 1-3 and Conference Plan for quarter 4)</td>
<td></td>
</tr>
<tr>
<td><strong>Initiatives</strong></td>
<td><strong>Target Completion Dates</strong></td>
</tr>
<tr>
<td>1a Effective use of the Rep Plan Vs. Actual Performance Management Model</td>
<td>6/1/11</td>
</tr>
<tr>
<td>1b Improve Commission Rates by Conducting Pending Contact Reviews, One-on-Ones with Reps</td>
<td>6/1/11</td>
</tr>
<tr>
<td>1c Conduct Monthly Events for Accepted Students</td>
<td>6/1/11</td>
</tr>
<tr>
<td>2. Achieve Re-entry Goals (measured by re-entries as a % of past 12 months gross drops)</td>
<td></td>
</tr>
<tr>
<td><strong>Initiatives</strong></td>
<td><strong>Target Completion Dates</strong></td>
</tr>
<tr>
<td>2a Participate in Reentry Plan versus Actual Process with Academic Affairs</td>
<td>6/1/11</td>
</tr>
<tr>
<td>2b Hold Reps Accountable for Highest of 1 Reentry/Rep/Quarter or 30% of Rep's Prior Quarter New Start Drops</td>
<td>6/1/11</td>
</tr>
<tr>
<td>2c Conduct Reentry Phone-a-Thon</td>
<td>6/1/11</td>
</tr>
</tbody>
</table>

The Director will ensure all initiatives map to the mission statement.

Summary

The faculty and staff of ITT Technical Institute embrace a workplace culture that is founded on the core principles of ITT Educational Services, Inc., which include:

- Quality
- Compliance
- Customer Satisfaction

The campus continually seeks new and innovative ways to improve the services and learning environment for its students. The campus works to build a strong, positive reputation in the community.

The success of the enrollment process, the campus’ completion rates, and the campus’ corresponding employment rates are direct evidence of the CEP’s effectiveness. Employer feedback, both anecdotal and via surveys, are reviewed regarding curriculum content, equipment used, graduates’ qualifications and capabilities, and other education-related areas. Students, graduates, and employers are surveyed as outlined in the CEP regarding the performance of ITT Technical Institute, and their feedback is shared with appropriate corporate entities to ensure the ongoing success of the programs of study offered at ITT Technical Institute.

The CEP is instrumental in keeping the campus focused on its mission, which is:

The 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 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.

ITT Technical Institute - Baton Rouge
July 2011

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## Appendix A

### Retention

#### Institutional (Other) Goals

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>First Academic Year Retention (four quarter average)</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1a</td>
<td>Assign 1st AY Courses to Instructors with TPAP at 4.75 or Above</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1b</td>
<td>Conduct Internal Student Surveys in Weeks 4, 7 and 10</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1c</td>
<td>Monitor Course Delivery and Lab Instruction in Line with Company Standards</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

#### School of Information Technology Goals

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1a</td>
<td>Achieve Q1 Retention of 90%</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1b</td>
<td>Implement Faculty Training Program Focused on New and Underperforming Instructors</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1c</td>
<td>Hold Instructors Accountable to Student Engagement Targets</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Average student success percentage in assigned school of study (measured against national averages)</td>
<td>Quarterly</td>
</tr>
<tr>
<td>3a</td>
<td>Hold Instructors Accountable for Student Success Targets, TPAP Goals, Meet Timely Hiring and Course Assignments</td>
<td>Quarterly</td>
</tr>
<tr>
<td>3b</td>
<td>Fully Implement Tutoring Program</td>
<td>Quarterly</td>
</tr>
<tr>
<td>3c</td>
<td>Implement SAP Remediation Plans for At-Risk Students Prior to Evaluation Points</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>First academic year persistence in assigned school of study (four quarter average measured against national average).</td>
<td>Quarterly</td>
</tr>
<tr>
<td>4a</td>
<td>Assign 1st AY Courses to Instructors with TPAP at 4.75 or Above</td>
<td>Quarterly</td>
</tr>
<tr>
<td>4b</td>
<td>Conduct Internal Student Surveys in Weeks 4, 7 and 10</td>
<td>Quarterly</td>
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<td>Weekly</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiative</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Student Course Survey Results in assigned school of study (measured by average score for questions 11-22)</td>
<td>Quarterly</td>
</tr>
<tr>
<td>5a</td>
<td>Monitor Survey Results and Address Equivocals/Faculty Issues Immediately</td>
<td>Quarterly</td>
</tr>
<tr>
<td>5b</td>
<td>Use Survey Results and Faculty Trending Report to Inform Course Assignments</td>
<td>Quarterly</td>
</tr>
<tr>
<td>5c</td>
<td>Conduct Internal Student Surveys in Weeks 4, 7 and 10</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
## School of Electronic Technology Goals

### Objective
1. Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Achieve Q1 Retention of 90%</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1b Implement Faculty Training Program Focused on New and Underperforming Instructors</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1c Hold Instructors Accountable to Student Engagement Targets</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

### Objective
3. Average student success percentage in assigned school of study (measured against national averages)

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a Hold Instructors Accountable for Student Success Targets, TPAP Goals, Meet Timely Hiring and Course Assignments</td>
<td>Quarterly</td>
</tr>
<tr>
<td>3b Fully Implement Tutoring Program</td>
<td>Quarterly</td>
</tr>
<tr>
<td>3c Implement SAP Remediation Plans for At-Risk Students Prior to Evaluation Points</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

### Objective
4. First academic year persistence in assigned school of study (four quarter average measured against national averages).

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a Assign 1st AY Courses to Instructors with TPAP at 4.75 or Above</td>
<td>Quarterly</td>
</tr>
<tr>
<td>4b Conduct Internal Student Surveys in Weeks 4, 7 and 10</td>
<td>Quarterly</td>
</tr>
<tr>
<td>4c Monitor Course Delivery and Lab Instruction in Line with Company Standards</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

### Objective
5. Student Course Survey Results in assigned school of study (measured by average score for questions 11-22)

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a Monitor Survey Results and Address Equipment/Faculty Issues Immediately</td>
<td>Quarterly</td>
</tr>
<tr>
<td>5b Use Survey Results and Faculty Trending Report to Inform Course Assignments</td>
<td>Quarterly</td>
</tr>
<tr>
<td>5c Conduct Internal Student Surveys in Weeks 4, 7 and 10</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
## School of Drafting and Design Goals

### Objective 1.
- Improve ES I YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Achieve Q1 Retention of 80%</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1b Implement Faculty Training Program Focused on New and Underperforming Instructors</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1c Hold Instructors Accountable to Student Engagement Targets</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

### Objective 3.
- Average student success percentage in assigned school of study (measured against national averages)

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a Hold Instructors Accountable for Student Success Targets, TPAP Goals, Meet Timely Hiring and Course Assignments</td>
<td>Quarterly</td>
</tr>
<tr>
<td>3b Fully Implement Tutoring Program</td>
<td>Quarterly</td>
</tr>
<tr>
<td>3c Implement SAP Remediation Plans for At-Risk Students Prior to Evaluation Points</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

### Objective 4.
- First academic year persistence in assigned school of study (four quarter average measured against national average).

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a Assign 1st AY Courses to Instructors with TPAP at 4.75 or Above</td>
<td>Quarterly</td>
</tr>
<tr>
<td>4b Conduct Internal Student Surveys in Weeks 4, 7, and 10</td>
<td>Quarterly</td>
</tr>
<tr>
<td>4c Monitor Course Delivery and Lab Instruction in Line with Company Standards</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

### Objective 5.
- Student Course Survey Results in assigned school of study (measured by average score for questions 11-22)

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a Monitor Survey Results and Address Equipment/Faculty Issues Immediately</td>
<td>Quarterly</td>
</tr>
<tr>
<td>5b Use Survey Results and Faculty Trending Report to Inform Course Assignments</td>
<td>Quarterly</td>
</tr>
<tr>
<td>5c Conduct Internal Student Surveys in Weeks 4, 7 and 10</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
## School of Criminal Justice Goals

### Objective 1.

Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Achieve Q1 Rotation of 80%</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1b Implement Faculty Training Program Focused on New and Underperforming Instructors</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1c Hold Instructors Accountable to Student Engagement Targets</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

### Objective 2.

Average student success percentage in assigned school of study (measured against national averages).

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a Hold instructors accountable for student success targets, TPAP goals, meet timely hiring and course assignments</td>
<td>Quarterly</td>
</tr>
<tr>
<td>2b Fully implement tutoring program</td>
<td>Quarterly</td>
</tr>
<tr>
<td>2c Implement SAP remediation plans for at-risk students prior to evaluation points</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

### Objective 3.

First academic year persistence in assigned school of study (four quarter average measured against national average).

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a Assign 1st AY Courses to instructors with TPAP at 4.75 or Above</td>
<td>Quarterly</td>
</tr>
<tr>
<td>3b Conduct internal student surveys in weeks 4, 7, and 10</td>
<td>Quarterly</td>
</tr>
<tr>
<td>3c Monitor course delivery and lab instruction in line with company standards</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

### Objective 4.

Student course survey results in assigned school of study (measured by average score for questions 11-22).

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a Monitor survey results and address equipment/faculty issues immediately</td>
<td>Quarterly</td>
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<tr>
<td>4b Use survey results and faculty trending report to inform course assignments</td>
<td>Quarterly</td>
</tr>
<tr>
<td>4c Conduct internal student surveys in weeks 4, 7 and 10</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

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**ITT Technical Institute - Baton Rouge**

**July 2011**
## School of Business Goals

<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Improve ESB YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study</td>
<td></td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
</tr>
<tr>
<td>1a</td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Average student success percentage in assigned school of study (measured against national averages)</td>
<td></td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td></td>
</tr>
<tr>
<td>2b</td>
<td></td>
</tr>
<tr>
<td>2c</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> First academic year persistence in assigned school of study (four quarter average measured against national average)</td>
<td></td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td></td>
</tr>
<tr>
<td>3c</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Student Course Survey Results in assigned school of study (measured by average score for questions 11-22)</td>
<td></td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Improve FYIYTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study</td>
<td></td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
</tr>
<tr>
<td>5a</td>
<td></td>
</tr>
<tr>
<td>5b</td>
<td></td>
</tr>
<tr>
<td>5c</td>
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</table>
## School of Health Sciences Goals

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Improve ESI YTD Gross Drop Attrition Rate (measured against national averages) in assigned school of study.</td>
<td></td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>1b</td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Average student success percentage in assigned school of study (measured against national averages)</td>
<td></td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
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<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. First academic year persistence in assigned school of study (four quarter average measured against national average)</td>
<td></td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td></td>
</tr>
<tr>
<td>4c</td>
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<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Student Course Survey Results in assigned school of study (measured by average score for questions 11-22)</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>5a</td>
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</tr>
<tr>
<td>5b</td>
<td></td>
</tr>
<tr>
<td>5c</td>
<td></td>
</tr>
</tbody>
</table>

## General Education Goals

<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achieve Gross Drop Attrition Rate (measured against 2011 budget)</td>
<td></td>
</tr>
<tr>
<td>Initiatives</td>
<td></td>
</tr>
<tr>
<td>1a</td>
<td>Assign to Instructors with Engagement Rates &gt; 4% over Target</td>
</tr>
<tr>
<td>1b</td>
<td>Require Lesson Plans at least 1.5 Weeks in Advance, Review Thoroughly and Monitor Results</td>
</tr>
<tr>
<td>1c</td>
<td>Conduct Targeted Faculty Meetings Monthly to Share Best Practices</td>
</tr>
</tbody>
</table>
### Appendix B

#### Placement

School of Information Technology Goals

<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Rolling 4 quarters' Graduates 2011 ETG Rate, measured 90 days after graduation on Mar 31, Jun 30, Sep 30, and Dec 31 for assigned field of study.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiatives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6a</td>
<td>Participate in Employer Visits with DOCS</td>
</tr>
<tr>
<td>6b</td>
<td>Attend Local Association Meetings</td>
</tr>
<tr>
<td>6c</td>
<td>Hold Instructors Accountable for Job Lead Goals</td>
</tr>
</tbody>
</table>

School of Electronics Technology Goals

<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Completion Dates</th>
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<tbody>
<tr>
<td>6. Rolling 4 quarters' Graduates 2011 ETG Rate, measured 90 days after graduation on Mar 31, Jun 30, Sep 30, and Dec 31 for assigned field of study.</td>
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<td>6c</td>
<td>Hold Instructors Accountable for Job Lead Goals</td>
</tr>
</tbody>
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School of Drafting and Design Goals

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<thead>
<tr>
<th>Objective</th>
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</tr>
</thead>
<tbody>
<tr>
<td>6. Rolling 4 quarters' Graduates 2011 ETG Rate, measured 90 days after graduation on Mar 31, Jun 30, Sep 30, and Dec 31 for assigned field of study.</td>
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</tbody>
</table>

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<tr>
<th>Initiatives</th>
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<tbody>
<tr>
<td>6a</td>
<td>Participate in Employer Visits with DOCS</td>
</tr>
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<td>Attend Local Association Meetings</td>
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School of Criminal Justice Goals

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School of Business Goals

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</tr>
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### Appendix C

#### Learning Outcomes

**School of Information Technology Goals**

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<thead>
<tr>
<th>Objective</th>
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<tbody>
<tr>
<td>3. Average student success percentage in assigned school of study (measured against national averages)</td>
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<tbody>
<tr>
<td>3. Average student success percentage in designated High Impact General Education Courses (TB133, GE184, GE127, GE192, GE117, GE217)</td>
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*ITT Technical Institute - Baton Rouge*

*July 2011*
Appendix D

Graduate Satisfaction
School of Information Technology Goals

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#### Initiative 5b

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#### Initiative 5c

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### Appendix E

#### Student Enrollment

**Institutional Goals**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Completion Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>2.</strong> Quarterly average re-entries as measured by past 12 month drops</td>
<td>Weekly</td>
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</table>

<table>
<thead>
<tr>
<th>Initiatives</th>
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</thead>
<tbody>
<tr>
<td>2a. Participate in Reentry Plan versus Actual Process with Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>2b. Hold Reps Accountable for Highest of 1 Reentry/Rep/Quarter or 50% of Rep’s Prior Quarter New Start Drops</td>
<td>Quarterly</td>
</tr>
<tr>
<td>2c. Conduct Reentry Phone-a-Thons</td>
<td>Quarterly</td>
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<tr>
<th>Objective</th>
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<tbody>
<tr>
<td><strong>3.</strong> New High School Starts (measured against High School Budget)</td>
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</table>

<table>
<thead>
<tr>
<th>Initiatives</th>
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<tbody>
<tr>
<td>3a. Effective use of the CRS Plan Vs. Actual Performance Model</td>
<td>Quarterly</td>
</tr>
<tr>
<td>3b. Conduct Monthly ITT 101 Events for HSC Accepted Students</td>
<td>Monthly</td>
</tr>
<tr>
<td>3c. Participate in HS Visits and RDs with CRS</td>
<td>Quarterly</td>
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<tr>
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<tbody>
<tr>
<td><strong>4.</strong> CDL Conversion Rate to Inquiry to Start (measured against Budget for quarters 1-3 and Conference Plan for quarter 4)</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>4a. Conduct &gt; Monthly Telephone and Interview Observations with Reps</td>
<td>Monthly</td>
</tr>
<tr>
<td>4b. Assign Additional e-Campus Training as Appropriate</td>
<td>Quarterly</td>
</tr>
<tr>
<td>4c. Hold Reps Accountable for Contact/Schedule and Schedule/Conduct to &gt; Company Average</td>
<td>Weekly</td>
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<tr>
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<tbody>
<tr>
<td><strong>5.</strong> Optimize Class Schedule (measured as student attempts divided by total section offerings, excluding DE sections), 4 qtr average</td>
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<tbody>
<tr>
<td>5a. Deliver Instructor Spreadsheet to Registrar by &gt; 9 Weeks Prior to Start</td>
<td>Quarterly</td>
</tr>
<tr>
<td>5b. Collaborate with Registrar to Maintain Accurate Degree Plans</td>
<td>Quarterly</td>
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<tr>
<td>5c. Hold Chairs Accountable for Instructor Hiring &gt; 6 Weeks Prior to Start</td>
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<tbody>
<tr>
<td><strong>6.</strong> Maintain full-time faculty at full-time course load (contact hours/instructor) (excludes DIS sections)</td>
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<tr>
<td><strong>2.</strong> Maximize Full Time Students (# of total student attempts (full qtr) divided by ending census of current business quarter) – 4 qtr average</td>
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</tr>
<tr>
<td>2a</td>
<td>Achieve 2.85 at Minimum</td>
</tr>
<tr>
<td>2b</td>
<td>Collaborate with DOF to Minimize Packaging for &lt;12 Hours</td>
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<tr>
<td>2a</td>
<td>Implement Reentry Plan vs. Actual</td>
</tr>
<tr>
<td>2b</td>
<td>Maintain Comprehensive List of Potential Reentries with Current Contact Information</td>
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<td>Hold Regular Reentry Events Prior to Quarter Start</td>
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### School of Criminal Justice Goals

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<tr>
<td>2b</td>
<td>Maintain Comprehensive List of Potential Reentries with Current Contact Information</td>
</tr>
<tr>
<td>2c</td>
<td>Hold Regular Reentry Events Prior to Quarter Start</td>
</tr>
</tbody>
</table>

#### Objective
7. New Starts (measured against budget) for assigned school of study

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a</td>
<td>Conduct Regular Product Training Sessions for Reps</td>
</tr>
<tr>
<td>7b</td>
<td>Call Accepted Students and Invite to Campus</td>
</tr>
<tr>
<td>7c</td>
<td>Use Orientations as Opportunity to Brainstorm Challenges and Solutions</td>
</tr>
</tbody>
</table>
## School of Business Goals

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2b</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2c</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7b</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7c</td>
<td></td>
</tr>
</tbody>
</table>

## School of Health Science Goals

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2b</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2c</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7b</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7c</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix G

### Finance

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New Student Packaging</td>
<td>1a. Effective use of FAC Plan versus Actual Performance Model</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>1b. Collaborate with DOR to Achieve FAC Conduct at &gt; 80%</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>1c. Conduct FAC Training Sessions and Show Meeting</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. AR Per Student</td>
<td>5a. Effective Use of the AR Follow-up Report</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>5b. Implementation of AR by FAC Report</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>5c. Achieve or Exceed Repack and New Start Packaging Goals</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Repacks completed 3 weeks prior to start</td>
<td>3a. Implementation of Repack Plan versus Actual</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>3b. Complete Crossover for &gt; 90% of Actives by May 1</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>3c. Implement Repack Boardroom and Plan vs Actual, Conduct Show Meetings</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. % of students that sit @ lock package</td>
<td>4a. Effective use of FAC Plan versus Actual Performance Model</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>4b. Collaborate with DOR to Conduct Pre-Orientation Activities to Minimize Packaged Accepted-Cancels</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>4c. Conduct &gt; Monthly Pre-Req and Conduct Observations</td>
<td>Monthly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiatives</th>
<th>Target Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. % of Cash receipts from self pay and scholarships</td>
<td>5a. Initiate training for FACs on new Smart Forms functionality for self-pay</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>5b. Hold FACs Accountable for Keeping Self-Pay Accounts Current During Weekly Meetings</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>5c. Maximize Conversion of TC Accounts to Self-Pay</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
FUTURE PLANS FOR THE INSTITUTION

Technology is changing today's world. From sophisticated electronics to computer-assisted processes to the powerful field of information technology, many of today's businesses and enterprises have technology at their core. In this environment, skills and knowledge are in a constant state of change.

With this in mind, ITT Technical Institute strives to assist students in developing the technical knowledge and skills needed to be competitive in the current employment market and have adaptability to future changes in their specific fields of technology. ITT Technical Institute, Baton Rouge, LA, under the direction of ITT Educational Services, Inc. is well-positioned to provide the educational training to support the Baton Rouge (central Louisiana) area as it transitions from an established plant-based (oil, gas, chemical industries) employers of the past to the projected information technology-based and government-based employers of the future.

Consistent with our mission statement, we continue to offer “employment oriented education” that is designed to teach the technical knowledge and skills desired by many employers for entry-level positions. Our graduate and employer surveys, in addition to our advisory committees, will continue to assist our overall institution in assessing and updating curricula, equipment and laboratory designs. We believe that the strength of our programs, in addition to our emphasis on customer service and community involvement, will continue to reflect positive results for our graduates.

A. Faculty and Administrative changes
   It is the goal of ITT Technical Institute to continuously seek a well-qualified and diverse workforce in both its faculty and administrative areas. This includes promotion of professional growth amongst its current faculty and staff and an aggressive recruiting program for potential new hires. ITT Technical Institute will continue to solicit and hire the most qualified individuals for available positions. Maximum emphasis has and will continue to be placed in hiring personnel that have both the academic and work background to the specific position.

B. Physical Plant
   “The campus moved into its current location in October 2009. At that time all new furniture was purchased in the administrative office area. Lab benches in the electronics lab and theory classroom chairs are scheduled to be replaced in 2012. New patio furniture for the student area was purchased in Sept. 2011.”

C. Equipment
   Capital expenditures for equipment are considered during the budgeting process that begins in July of each year. Equipment upgrades and new equipment necessary for the implementation of new programs or curriculum changes are projected through this procedure. ITT Technical Institute will continue to be
committed to updating equipment and securing the necessary equipment to support new and changing curriculum. Fifty computer upgrades are scheduled in 2012 for the different computer labs. Additionally, new lab tables and upgrades to equipment in the MCT, NSA, and other programs are scheduled for 2012.

D. Learning Resource Center
The Learning Resource Center will continue to be upgraded with additional volumes for both the new program offerings and for existing programs. Additionally, the Virtual Library is continually upgraded to meet the needs for students, graduates, faculty and staff. The Virtual Library is currently available to all parties through the Internet on campus as well as off-site. This will continue to be an area of expansion as new technologies and new applications emerge.

E. Curriculum
The Baton Rouge campus has been approved to offer Computer Forensics Technology in the next year. Currently, we are exploring the appropriate time to initiate the initial offering.

F. Retention and Placement
Retention of students and placement of graduates will continue to be a top priorities of the campus. The focus will be on improving the quality of the faculty and enhancing the experience of the student through graduation and placement.

G. Recruitment and Admissions
Retention of representatives and the quality of the admissions process are high priorities for the campus. Additional emphasis will be put on training and coaching of the applicable staff to help ensure the success of its student population.
1. MISSION

1.1. How was the mission developed?

ITT Technical Institute is one of a nationwide system of technical institutes operated by ITT Educational Services, Inc. ("ITT/ESI") located in Carmel, Indiana. Each individual institution supports a common mission. The current mission was revised by the central administration executive management team and approved by the Board of Directors in July 2006 and published in September 2006.

1.2. State the institution's mission and cite where it is found in the catalog.

The following mission statement is located on the inside front cover of the campus catalog.

**MISSION**

The 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 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.

1.3. Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

The mission statement establishes a commitment for ITT Technical Institute to offer quality education to a diverse body of students by offering programs that integrate life-long learning with knowledge and skills by employing traditional, applied, and adult-learning pedagogies delivered through traditional, accelerated, and distance methodologies in a learner-centered environment of mutual respect. This statement encourages each person to achieve his or her highest potential and fosters ethical responsibility and individual creativity within a framework of equal opportunity.

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 institution is fulfilling its educational mission and meeting the needs of the community?

1.5. Students are surveyed each quarter to identify how well the campus is meeting their needs and achieving its mission.
Employers of ITT Tech graduates are surveyed to ascertain quality of preparedness and performance.

The administration regularly observes faculty members to assess their performance and to ensure that the campus' mission is fulfilled.

The Campus Effectiveness Plan (CEP) Team holds strategic planning sessions on a quarterly basis to review the CEP and the policies and procedures that will promote the institution's mission. Management meetings and faculty/staff meetings are held throughout the year and focus on continuous improvement throughout the campus.

Advisory Committees are utilized to review curriculum and improve the overall quality of the campus' educational programs to help ensure they remain current and meet the needs of the current job market.

1.6. How was the institutional effectiveness plan developed? Who is responsible for its implementation?

The following process is used to develop the annual CEP:

• A CEP Team is formed to lead the efforts toward improving institutional effectiveness. The following comprise the CEP Team: Director, Dean, Associate Dean, functional directors, School Chairs and faculty representatives.

• The Team, using historical performance data and input from the staff and faculty, develops desired goals and activities (initiatives) to improve the institution's effectiveness.

• The Team monitors, through periodic review, the implementation and progress towards established goals for continuous improvement.

• Each Team member is responsible for the implementation of the CEP and solicits feedback from their respective departmental staff and faculty in order to involve all campus personnel in the implementation of the CEP. Throughout the year, the Team reviews the CEP for appropriateness, and when necessary, incorporates revisions or amendments to address changes affecting the CEP.

• The Director uses the CEP goals as a guiding influence in the development of the Annual Operating Plan (Budget).

1.7. What data are utilized to evaluate the effectiveness of the plan? Explain how the data are used to a) measure the knowledge and skills gained by students and b) measure satisfaction of employers and graduates.

The primary categories measured to determine institutional effectiveness are:

- Student Retention
- Student Placement
- Level of Graduate Satisfaction
- Level of Employer Satisfaction
- Student Learning Outcomes
ITT Technical Institute, Baton Rouge

- Curriculum
- Student Enrollment

The campus uses reports from ITT Reports used to submit the ACICS Annual Institutional Report (AIR) as the primary tool for measuring student retention and placement rates. This tool provides two benefits:
1. a well thought-out and consistent measure for tracking and analyzing retention and placement rates,
and (2) the ability to utilize the aggregate data provided by ACICS as a measuring tool to evaluate its own performance.

The campus utilizes four primary means to measure graduate satisfaction. These tools include:

**Graduating Student Satisfaction Survey:** Soon-to-be graduates are surveyed prior to graduation. The results are shared with the management team, the CEP Team, and the faculty. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

**Graduate Exit Interview Survey:** All final quarter students, soon-to-be graduates, are surveyed approximately five weeks prior to graduation. The results are shared with the management team, the CEP Team, and the faculty. The survey is structured in such a way as to obtain data concerning the key elements of the institution.

**Graduate Questionnaire:** A graduate questionnaire is mailed to each graduate approximately one year following graduation. A summary of those surveys is provided to the school Director, functional managers, and appropriate central administration management for review and assessment. All comments and suggestions made by graduates are reviewed and recognized as contributing factors for the continued development of the campus’ programs.

**Graduate Salaries:** Graduate salaries are reviewed by degree level to help predict graduate satisfaction.

In addition to graduate surveys, the Career Services department sends annual surveys to employers who have hired graduates during the previous year. The surveys provide an overview of the technical skills, professionalism, and soft-skills relating to the individual graduate’s performance. The employer surveys are mailed in late December each year by the Career Services department to all employers that hired graduates during the current calendar year.

Since most members of the Advisory Committees are also employers of our graduates, the institution also utilizes Advisory Committees as a tool for measuring employer satisfaction and identifying areas of the educational process that may require more emphasis or attention. Advisory Committee meetings occur bi-annually.

The feedback from Advisory Committees provides insight into student learning outcomes as evidenced by the graduates’ actual performance in the job market. Student/graduate learning outcomes are a critical component for assessing the institute’s overall effectiveness in meeting the needs of its constituencies. Prior to graduation, however, academic benchmarks have been established within each program to ascertain that students comprehend the concepts and understand the practical functions to be performed in their respective program of study.

One of the academic benchmarks includes capstone course grades and outcomes assessment (from capstone rubrics) which are indicators of program success or failure. Review of capstone courses is considered essential as part of assessing student learning outcomes. It is the objective of each capstone
course that program expertise be clearly evidenced. The institute assesses capstone courses as results are made available.

Assessment of student learning extends beyond grades and those measures are included in the campus' overall assessment of a program's success or its deficiencies. Additional tools for assessment include student surveys, faculty feedback, Advisory Committee feedback, student success, and student engagement. These assessments are ultimately used to improve the curriculum.

Finally, it is the responsibility of any institution, for-profit or not-for-profit, to maintain fiscal responsibility to ensure its ability to pay bills, meet institutional demands, and build for its future. Any institution that cannot achieve budgetary soundness will not survive. Therefore, it is also a key objective of the institute to ensure economic responsibility by establishing feasible and realistic budgets to ensure its future. This economic stability is accomplished by achieving budgeted student enrollments and assisting those students who have the need to find an affordable way to attend our institution. The marketing/recruitment and finance departments of the institute are responsible for achieving these goals.

1.8. How does the institution plan to improve its effectiveness?

The campus is continually monitoring itself and searching for ways to improve its effectiveness. A few key areas of focus as the institute grows include:

- Focus on the skills development of students: ensuring that services are in place to assist with the technical skills, critical thinking skills, resume writing, job interviewing, and salary negotiation skills important for success in the workplace.
- Focus on the needs of students: ensuring that the campus is responsive to individuals and maintains the services available to address obstacles to student success.
- Continued development of faculty teaching skills: for improved delivery of instructional material using professional development plans, which include attending seminars, continuing education, and in-service training.
- Maintain currency with business and industry trends: interaction with Advisory Committees, individual employers and technical/trade/professional associations, implementing curricula, and equipment upgrades in response to changes in workplace skill needs.

The key activities used to track and make appropriate recommendations for progress and/or improvement in the areas listed above are:

- Instruments of assessment
  - Identify and describe how data is collected
  - Provide rationale for using each type of data
- Analyze historical data
  - Where the institution has been
  - Where the institution is now
  - Baseline measures for future progress
- Establish goals for future results in agreement with the mission statement, Operating Plan, and Strategic Plan
- Develop plans to achieve goals in agreement with the mission statement, Operating Plan, and Strategic Plan
ITT Technical Institute, Baton Rouge

- Establish initiatives
- Determine monitoring responsibilities
- Implement initiatives to improve institutional effectiveness in agreement with the mission statement, Operating Plan, and Strategic Plan
- Analyze the initiatives for effectiveness and agreement with the mission statement, Operating Plan, and Strategic Plan
- Repeat the process at established intervals

These activities are implemented using a Continuous Improvement Circle concept to ensure consistent incremental progress for the institution and the clientele it serves.

1.9. How is the plan evaluated? What is the schedule for evaluation?

The CEP Team reviews the CEP and its supporting data on a quarterly basis. Results from the most recent period are matched against historical data. Additionally, results for the most recent period are matched against stated goals to evaluate the institute's performance.

1.10. What are the retention and placement goals for the institution? What factors were taken into consideration when developing these goals?

<table>
<thead>
<tr>
<th>Retention</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>85%</td>
</tr>
</tbody>
</table>

These goals were developed with consideration of previous performance and with the objective of continuous improvement.

1.11. What are the annual retention and placement rates for the institution for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

The campus has achieved the following annual average retention and placement rates using the ACICS Campus Accountability Report (CAR), formerly the Annual Institutional Report (AIR) formulas.

<table>
<thead>
<tr>
<th>CAR/AIR Reporting Period</th>
<th>Placement Rate</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2008 - June 30, 2009</td>
<td>100%</td>
<td>68.5%</td>
</tr>
<tr>
<td>July 1, 2009 - June 30, 2010</td>
<td>86.2%</td>
<td>72.6%</td>
</tr>
<tr>
<td>July 1, 2010 - June 30, 2011</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Calculations:

RetentionPolicy: Total Enrollment (TE) – Withdrawals (W) x 100
Total Enrollment (TE)

Placement Retention: Placed in Field (PF) + Placed in Related Field (PR) x 100
(Graduates (G) + Completers (C) – Unavailable for Work (U))

July 1, 2008 - June 30, 2009:

\[
\text{Retention Rate: } \frac{(TE) 581 - (W) 183}{(TE) 581} \times 100 = 68.5\%
\]
1.12. How do these annual retention and placement rates compare prior rates and rates at similar institutions?

### July 1, 2009 – June 30, 2010:

**Retention Rate:** 
\[
\frac{(TE) 930 - (W) 250}{(TE) 930} \times 100 = 72.6\%
\]

**Placement Rate:** 
\[
\frac{(PF) 3 + (PR) 2}{((G) 5 + 0) - (U) 0} \times 100 = 100\%
\]

### July 1, 2010 – June 30, 2011:

**Retention Rate:** 
\[
\frac{(TE) 1079 - (W) 281}{(TE) 1079} \times 100 = 73.4\%
\]

**Placement Rate:** 
\[
\frac{(PF) 52 + (PR) 23}{((G) 125 + 0) - (U) 17} \times 100 = 69.4\%
\]

The average and placement rates at ITT Technical Institute compare favorably with other ACICS accredited schools.

### Academic Periods:

<table>
<thead>
<tr>
<th>Academic Period</th>
<th>ACICS Average Retention Rate</th>
<th>Campus Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>75%</td>
<td>68.5%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>73%</td>
<td>72.6%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>TBD</td>
<td>73.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Period</th>
<th>ACICS Average Placement Rate</th>
<th>Campus Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>74%</td>
<td>100.0%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>71%</td>
<td>86.2%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>TBD</td>
<td>69.4%</td>
</tr>
</tbody>
</table>

1.13. Have the activities undertaken to meet the retention and placement goals enabled the institution to maintain or improve retention and placement outcomes over successive years? Describe

Retention rates are a priority with the campus and are critical in fulfilling its mission. The campus' retention outcomes are influenced by the activities performed by the Academic Affairs administration, faculty, and other departments. Retention/attrition reports are produced regularly, and applicable results are discussed in CEP, program, and faculty meetings. Early tutoring and/or mentoring intervention have been successful with the students that are struggling in their programs of study. The institution's most recent average retention rate was less than that of the most recent ACICS average retention rate because of the various challenges faced by the campus over recent months. The following new initiatives have been established to address historical deficiencies in order to meet or exceed ACICS average retention rates:

- Conduct daily attendance review with School Chairs to contact and advising students with poor attendance
- Conduct faculty training program focused on new and underperforming instructors
- Hold instructors accountable for student engagement targets
- Implement SAP remediation plans for at-risk students prior to evaluation points
- Hold School Chairs accountable for reviewing lesson plans at least one week prior to class
ITT Technical Institute, Baton Rouge

- Hold School Chairs and instructors accountable for student success targets, strategic course assignments

Equally important are the activities undertaken to achieve good placement outcomes. The campus' Career Services department is focused on the successful employment of graduates in their field of study. Using available resources at its disposal, the Career Services department works with graduates and employers to maximize placements in applicable fields of study. Activities to-date have achieved very good placement results. The national and local economic conditions play a key role in the placement rates of the institution. The institution's three-year average placement rate exceeded that of the ACICS multi-year average placement rate because of the campus initiatives implemented and accomplishments realized. These initiatives and accomplishments were realized in part by the Career Services' Director and staff who help prepare graduates for employment, and stay active in the community and promote the campus' graduates to local employers. These relationships in the community are critical to success, regardless of positive or adverse economic conditions. Placement success is also achieved with individual instructors who prepare students for their careers, School Chairs who lead the instructors in staying current in their fields in order to adequately prepare students for employment, the Academic Affairs department who support the programs and the Administration who ensure that campus goals are being achieved related to placing graduates. Active Advisory Committees, who are part of the employer community for which the campus prepares graduates, also contribute in preparing for and achieving placement for graduates of the institution.

1.14. Describe the administration's plans for any changes in the institution's mission.

There are no current plans to change the institution's mission.

1.15. How do the institution's programs emphasize both the achievement of vocational objectives and general education?

Each program contains an appropriate amount of vocational or "core" courses to achieve vocational objectives. The specific number of these courses is determined by the stated objectives and the applicable state and ACICS guidelines.

Each program also contains general education courses that comprise at least 25% of the total credit hours in any given program of study. Subject matter of each program's general education courses includes, but is not limited to, the humanities, composition, mathematics, and the social sciences. Programs are taught to emphasize critical thinking, communication, and teamwork skills while reinforcing the theoretical and applied principles of the topic. Additionally, the instructional staff relates the subject matter to the student's program of study and/or related industry.

2. ORGANIZATION

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

The campus is one of a network of co-educational, nondenominational private postsecondary educational institutions operated by ITT/ESI.

The campuses owned and operated by ITT/ESI have the same management structure. A Director acts as a general manager with the Academic Affairs, Career Services, Finance, and Recruitment departments' directors. Additionally, the Registrar of each campus reports directly to the Director. The campus Director reports to a District Manager, who in turn reports to the Senior Vice President.
ITT Technical Institute, Baton Rouge

Operations at the central administration in Carmel, IN. Departmental directors and their staff and faculty work together coordinating numerous services for students and staff. A listing of faculty and administration is found in the back of the current catalog.

Policies and procedures governing all aspects of operations are posted on the central administration’s Employee Portal in the “Ethics and Compliance” section of the site. Some policies and procedures are general in nature, while some are specific to a particular functional area and combined into a related manual [i.e., Faculty Manual (where Faculty Governance is found), Registration Manual, Comptroller’s Manual, Career Services Manual, Recruitment Manual, etc.]. In addition to functional area policies and procedures, all personnel are responsible for knowing and complying with the general policies and procedures of the central administration.

A Statement of Ownership and listing of central administration’s officers and directors are listed in the Campus Information section of the 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? How is this documented?

The duties and responsibilities of all employees are well defined. Employees are provided with detailed job descriptions as part of new employee orientation. In addition, new employees meet with their departmental supervisor to review the daily individual responsibilities of their position. The job description is signed by the employee and added to their personnel file.

Changes and updates in duties, schedules, policies, and procedures are presented as appropriate during regular employee meetings.

The policies and procedures manuals, job descriptions, Faculty Manual, faculty/staff meeting minutes, and outlines of faculty/staff in-service activities are maintained for review at the campus and/or the Employee Portal.

As part of a company-wide performance evaluation system, each full-time faculty/staff member is given a set of personal and team goals annually. These goals form the basis for establishing the focus for each individual and department. The results are monitored quarterly and the individual is evaluated annually.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The methods used to monitor and evaluate faculty and staff include:

- CEP Team members review departmental performance on a regular basis to ensure that the campus meets its established goals and maintains compliance.

- A full-time faculty member’s annual performance review evaluates the duties, responsibilities, and professional growth. If necessary, it also includes corrective measures.

- Faculty members receive regular teaching evaluations with critiques and advising from the Dean, the Associate Dean and/or the School Chair.
ITT Technical Institute, Baton Rouge

- Student Course Evaluations and Graduate Satisfaction Surveys are collected and the Director and Dean review the surveys to identify any issues. Areas of urgent concern are discussed at manager meetings or immediately with the appropriate department.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty. How is the institution’s policy for ensuring academic freedom communicated to faculty?

The administration provides for the professional integrity of the staff through rigorous hiring practices, internal orientation and training programs, tuition reimbursement, membership in professional organizations, and quarterly in-service programs.

The faculty and staff are selected principally because of outstanding qualifications in the business and technical areas for which they are hired. In addition to the degree requirements, qualifications may include professional certifications, memberships in professional associations, and years of related job experience.

The institution utilizes a background check prior to hire to ensure the professional integrity of staff and faculty. All employees read and sign an ITT/ESI published Code of Business Conduct and Ethics.

Academic freedom exists within the framework of a standardized curriculum. As stated in ITT/ESI Policy “AA 11.0 Academic Freedom,” faculty members are encouraged to exercise academic freedom within defined guidelines. Faculty exercise freedom by developing daily lesson plans. Also selecting appropriate instructional methodology and exercising the opportunity to suggest curricula or text change ideas through an established curriculum review process. Faculty access Policy AA 11.0 as part of their orientation program, and it is also posted in the Employee Portal.

2.5 Describe the institution’s grievance policies and procedures for students, employees, and other interested parties. How are students, faculty and administrative staff made aware of these policies?

All campuses are governed by two policies regarding student satisfaction: “SA11 Customer Complaints” and “SA12 Customer Satisfaction Survey.” In addition, each student is given a copy of the Student Complaint/Grievance Procedure via the Student Handbook and the campus catalog. The procedure is also posted in the student break area. During student orientation, it is explained and each student signs an acknowledgement stating that the student received a copy of the complaint procedure and understands his/her rights related to the procedure. The signed form is maintained in the student’s education file.

If a student follows the Student Complaint/Grievance Procedure and feels that his/her complaint was not adequately resolved, he/she may directly contact the Senior Vice-President, Chief Compliance Officer at the central administration in Carmel, IN. If the student is still not satisfied, he/she may contact ACICS and/or the applicable state governing agency.

Employee grievance procedures are communicated through the Employee Handbook under the headings “Discussion Line” and “Discrimination.” Employees can anonymously call the Employee Ethics Alert Line (a toll free number) 24 hours per day, seven days per week, or the central administration Compliance department to register any complaints. An independent third-party service provider operates the Alert Line and prepares reports that are submitted to the Compliance department for investigation, substantiation, and action when warranted.
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2.6 Describe any plans for the improvement of the institution's organization.

Each quarter, the campus reviews staffing, equipment, and operational needs as part of an ongoing budget and expense forecasting system. Additions to staff and other changes are made in response to changes in student census or the addition of new programs of study. The budgeting process is the resource allocation foundation for the improvement plans encapsulated in the campus' CEP.

3. ADMINISTRATION

3.1 Who is the institution's chief executive officer and/or on-site administrator and what are that person's qualifications for this position?

The Director, William "Bill" Wells, is the on-site administrator for the ITT Technical Institute, Baton Rouge campus. Mr. Wells joined ITT Technical Institute on April 30, 2007 as the Director of Recruitment and assumed responsibility for the Baton Rouge campus on June 20, 2011. Mr. Wells brings with him 14 years of proprietary education experience. He began as the Director of Training and subsequently held positions as Director of Admissions, Director of Communications, and Director of Student Services. Mr. Wells graduated from Nicholls State University with a BA in Mass Communications. Prior to overseeing the Baton Rouge campus, Mr. Wells served as Director of St. Rose campus for two years.

3.2 How does the administration provide for continuous evaluation of the following functions:

3.2.1 Programs of study

Local Program Advisory Committees (PAC) review and comment on the programs of study on a regular basis. PAC feedback, National Curriculum Committee recommendations, observations, and suggestions representing faculty viewpoints are periodically reviewed at the central administration and determinations are then made and implemented for the improvement of its programs. Programs of study will also be evaluated by monitoring their impact on graduate placement and student success within each program.

In addition, student, employer, and graduate surveys are administered, and the results are reviewed locally as well as by the central administration to ensure feedback is appropriately applied to ongoing program improvement. These surveys include:

- Student Course Evaluation
- Annual Campus Survey
- Annual Employer Survey
- Graduate Exit Interview Survey
- Graduating Student Satisfaction Survey

3.2.2 Student activity programs

The campus encourages student activities to help develop individual initiative, group leadership, and cooperation. Each activity or organization has at least one dedicated faculty advisor to guide student activities and help to ensure effective Examples of student activities include:

- field trips
- guest speakers
- program and subject-specific professional chapters such as
The administration evaluates the effectiveness and value of each of these activities through observations and written evaluation, from both faculty and students.

3.2.3 Guidance services

The director of each department is responsible for the continued monitoring of student advisement. Faculty members form the “first line” of the advising process as they have contact with students on a daily basis and are typically first to address attendance, academic, disciplinary, and personal problems. Academic issues, if unresolved at the first level, are referred to the School Chairs. Student advising sessions are documented in IRIS (the centralized database). Other issues, may be referred directly to the Dean. The Dean and Associate Dean meet regularly with the School Chairs to evaluate the progress of students and review the status of the advising session documentation. The IRIS system assists the campus in this process by allowing a sharing of information about each student to the appropriate staff members and applicable central administration leadership.

3.2.4 Financial aid services

It is the responsibility of the Director and Director of Finance (DOF) to assure that the institution is adhering to the rules and guidelines of the accrediting council and government agencies (federal, state, and local). Institutional Student Aid Reports (ISAR) and campus-based funding awards, as well as all verification documents, are reviewed at the campus and forwarded to Student Financial Services at the central administration for review before disbursements are made.

Additionally, annual campus and Graduate Exit Surveys include a question about the Finance department’s performance. Financial aid services are also reviewed thoroughly in regularly scheduled internal (central administration’s) audits.

3.2.5 Instructional procedures

The continuous evaluation of instructional procedures is accomplished with the various methods of evaluating faculty as previously described in 2.3. During regularly scheduled and unannounced classroom visits, supervisors gather information to evaluate and improve instructional skills. New faculty members are observed three times during their first term teaching at the campus and at least once per quarter thereafter. Experienced faculty members are observed at least twice per year. Deans and School Chairs are responsible for faculty professional development, including verification that the required numbers of classroom observations are completed for each faculty member.

Any significant observations and concerns from campus reviews are forwarded to the central administration’s Academic Affairs department, who also perform regular review and updates to instructional procedures as warranted.

3.2.6 Instructional resource services

The continuous evaluation of the Learning Resource Center (LRC) and ITT Technical Institute Virtual Library (Virtual Library) is accomplished through the following mediums:

- Surveys, which include Quarterly student surveys
- Monitoring usage
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- Student outcomes (related to reference assignments)
- Information literacy sessions
- Collaborative meetings with faculty and LRC staff
- Collection assessment between faculty and LRC Committee

3.3 What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

Official transcript(s) of each staff member's postsecondary credential(s) are kept in personnel files stored at the campus.

3.4 What records are kept relative to the following areas:

3.4.1 Financial aid activities

Financial aid records are maintained for each student. The files are retained for seven years following the student's last date of attendance. Depending on the student's situation, a financial aid file could consist of any or all of the following documents:

- Enrollment Agreement(s)*
- Cost Summary and Payment Addendum(s)*
- Free Application for Federal Student Aid (FAFSA)
- Student Financial Services Application (SFSA)
- Budgetary Assistance Forms
- Master Promissory Note(s)
- VA Documentation (Form DD214, Form 22-1999 and Form 22-1999B)
- Written Authorization for the Carryover of Excess Non-Title IV Funds to the next academic year
- Credit Authorization Form for Preliminary Credit Authorization
- Entrance Interview and Loan Test
- Loan Certification Page for Stafford, Plus and Private Loans
- Plus Loan Credit Denial
- Institutional Student Information Record (ISIR)
- Resolved "C" Code Documentation
- Cost of Attendance/Expected Family Contribution Page or Snap Page
- Student and/or Parent Taxes and W-2's
- ITT/ESI Forms and/or Dependency Override Paperwork
- Guarantees
- Scholarship Forms
- Exit Interview (only required for students who completed in person or returns it to school)

*Indicates required documents

3.4.2 Admissions

The following admission records are maintained either electronically or in hard copy in a student's education file, generally for ten years following graduation:

- Admission Examination scores
- Proof of high school graduation or recognized equivalency certificate (or evidence of home schooling)
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- Self-certification of high school graduation or equivalent signed on/before student's first day of attendance
- Enrollment Agreement
- Student’s “Right To Know” Disclosures
- Previous College Transcript (maintained permanently if applicable)
- Foreign Student paperwork (if applicable)
- ADA Documentation (if applicable)
- Acceptance Letter
- Student Handbook Acknowledgement

In addition to the general documents listed above, students enrolled in specific programs of study will also have the following program specific documents in their files:

- Criminology and Forensics Technology, Criminal Justice, and Criminal Justice – Cyber Security
  - Criminal Justice Acknowledgment Form

3.4.3 Curriculum

The central administration maintains an electronic curriculum database that is password protected and accessible to the Academic Affairs administrative staff. This database allows the Dean to easily access and download current curricula information. Regular communication from the central administration's Curriculum department via the Curriculum network and to the Dean keeps the campus apprised of revisions to curricula.

Faculty members create more detailed lesson plans from the standardized curriculum documentation. The hard copies of the above-mentioned documentation is on file in secured storage.

3.4.4 Guidance

Students must receive academic, attendance, and/or financial aid advising from the campus as necessary. Documentation of student advising is entered into IRIS (the electronic file storage system) where it becomes part of the student's record.

3.4.5 Library or instructional resources

The following records are maintained on campus for the LRC and Virtual Library:

- LRC student sign-in sheet
- Measures reported on LRC annual report:
  - Gate count
  - Circulation
  - Acquisitions
  - Materials withdrawn
  - Inventory
  - Reference transactions
  - Interlibrary loans
  - Number of orientation programs
  - Number of instructional presentations
  - Number of faculty training sessions
  - LRC committee meeting minutes
3.4.6 Instructional supplies and equipment

An inventory of supplies and equipment is maintained by the campus’ Systems Support Technician and is provided as part of the application for a new grant of accreditation.

3.4.7 School plant

Copies of the following documents are on file at the campus:
- Property lease documents
- Occupancy permit
- Building inspection report
- Contracts for other outside services, as applicable

3.4.8 Faculty and staff

A personnel file for each faculty and staff member contains the following documents:
- Application for employment
- Annual Performance Planning and Evaluations
- Annual salary review
- Professional development plans (not applicable for some staff positions)
- Official transcripts
- Citations for quality work
- Notices of community service and other relevant documents
- ACICS Data Sheets for employees above grade level nine (except representatives)

3.4.9 Students (how are the student files organized?) and student activities

Each student has three files: financial, academic, and career services, which contain specific documents based on established policies as well as state and federal requirements. Each functional area is responsible for the maintenance of the required documents. Student files are retained based on student status and type of document.

Financial Aid Records
- Enrollment Agreement(s)*
- Cost Summary and Payment Addendum(s)*
- Free Application for Federal Student Aid (FAFSA)
- Student Financial Services Application (SFSA)
- Budgetary Assistance Forms
- Master Promissory Note(s)
- VA Documentation (Form DD214, Form 22-1999 and Form 22-1999B)
- Written Authorization for the Carryover of Excess Non-Title IV Funds to the next academic year
- Credit Authorization Form for Preliminary Credit Authorization
- Entrance Interview and Loan Test
- Loan Certification Page for Stafford, Plus and Private Loans
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- Plus Loan Credit Denial
- Institutional Student Information Record (ISIR)
- Resolved "C" Code Documentation
- Cost of Attendance/Expected Family Contribution Page or Snap Page
- Student and/or Parent Taxes and W-2's
- ITT/ESI Forms and/or Dependency Override Paperwork
- Guarantees
- Scholarship Forms
- Exit Interview (only required for students who completed in person or returns it to school)

*Indicates required documents

Academic Records
- Final IT&T Technical Institute Transcript (also maintained separately and permanently)
- Grade and Attendance Change (if applicable)
- Appeal letters (if applicable)
- Leave of Absence documentation
- Release of Information requests
- Veterans' Administration forms (if applicable)
- Admission Examination scores
- Proof of high school graduation or recognized equivalency certificate
- Enrollment Agreement
- Student's "Right To Know" Disclosures
- Previous College Transcript (maintained permanently if applicable)
- Foreign Student paperwork (if applicable)
- ADA Documentation (if applicable)
- Acceptance Letter
- Student Handbook Acknowledgement
- Proof of high school graduation or recognized equivalency certificate (or evidence of home schooling)
- Self-certification of high school graduation or equivalent signed on/before student's first day of attendance
- Criminology and Forensics Technology, Criminal Justice and Criminal Justice – Cyber Security Students:
  - Criminal Justice Acknowledgment Form

Career Services Records
- Student Employment documents:
  - Acknowledgement for Employment Assistance
  - Student Employment Assistance Waiver (if applicable)
- Graduate Employment documents:
  - Acknowledgement for Employment Assistance
  - Graduate Employment Assistance Waiver (if applicable)
  - Resume
  - Simulated Mock Interview Evaluation Sheet
  - Release Form – Educational and Employment
  - Graduate Employment Information (GEI) Document
  - Graduate Exit Surveys
  - Employer Survey re: Graduate
3.4.10 Annual Institutional Reports

Annual institutional reports are kept in the campus Director's office:

- Campus Accountability Report, formerly the Annual Institutional Report (AIR) to ACICS
- Campus Effectiveness Plan
- Campus Operating Plan
- Annual Reports filed with the State of Louisiana Board of Regents

3.5 If applicable, what specific testing records and academic and career advising records are maintained by the institution for students admitted under an ability to benefit determination? Provide a copy of the analysis of the institutional study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Not applicable. The institution does not admit ability-to-benefit students.

3.6 What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

Although students are ultimately responsible for providing proof of high school completion, the campus provides them with assistance. During the enrollment process, prospective students complete a certification statement indicating 1) if they are a high school graduate, 2) if they are currently attending high school or 3) that they have high school equivalency. The applicant completes a transcript release form that allows the Registrar to request the official high school, GED, and/or college transcripts directly from the issuing institutions. Reports are available to assist the Registrar in identifying students for whom transcripts have not yet been received. Documented proof of high school completion or equivalency must be provided prior to the end of the first quarter of enrollment. The student's certification at the point of application is maintained within the student's file held in the Registrar's Office.

Any student accepted based upon previous postsecondary credit or degree must provide the campus with an official transcript from the institution where the credits or degree(s) were earned. The student's transcript release form enables the Registrar to request an official transcript directly from the applicable institution(s).

3.7 What grading system does the institution employ to indicate student progress? What is the system of credit used? Is a transcript maintained for each student? How is the grading system explained on the student's transcript?

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Indicates a superior level of achievement.</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Indicates a good level of achievement.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Indicates a good level of achievement.</td>
</tr>
</tbody>
</table>
### Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>A-</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>2.5</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B</td>
<td>2.0</td>
<td>Adequate</td>
</tr>
<tr>
<td>B-</td>
<td>1.5</td>
<td>Marginal</td>
</tr>
<tr>
<td>C+</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>1.5</td>
<td>Minimal</td>
</tr>
<tr>
<td>C-</td>
<td>1.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

A grade earned by a student in a course offered by the campus and taken at any other ITT Technical Institute will be accepted by the campus and appear on the student's academic transcript.

A transcript is maintained for each student. Students are also provided quarterly grade reports.

The grading system is on the back of the Academic Record (transcript), which is used for both official and unofficial transcripts.

### 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? If the institution utilizes computerized record keeping, what are the back-up procedures?

Student academic and financial files and graduate placement files are maintained in a secure fire resistant file room. Students receiving Pell funding have duplicate files maintained at the central administration office in Carmel, IN.

All active personnel records are maintained in locked files in the campus Director's and Dean's offices as appropriate.
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Student academic, graduate placement, financial records and faculty compensation records are also computerized and backed up daily by the central administration's offices.

3.9 How long are student records maintained by the institution?

The information contained in the student's financial aid, academic, and placement files are maintained by the campus for a minimum of ten years from a student's last date of attendance. The student's final transcript, and transcripts from other colleges, are retained indefinitely.

3.10 Identify who is responsible for oversight of all academic programs and faculty performance. Describe their qualifications for this position. If their academic and experiential qualifications are not related to the programs of study offered by the institution, explain how they are able to oversee all programs of study.

The Academic Affairs department at the campus is responsible for oversight of all academic programs and faculty performance. Following is the current staff and their qualifications:

<table>
<thead>
<tr>
<th>Academic Affairs Administrative Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Justin Dedden</td>
</tr>
<tr>
<td>Tiera Coston</td>
</tr>
<tr>
<td>George Cravins</td>
</tr>
<tr>
<td>Justin Dedden</td>
</tr>
<tr>
<td>Christopher McCullough</td>
</tr>
<tr>
<td>Robert Raether</td>
</tr>
</tbody>
</table>

3.11 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?

The following faculty members teach courses outside of their major or minor:

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Course(s) taught outside of academic major/minor</th>
<th>Qualifications</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keesha Anderson</td>
<td>GE273 – Microeconomics</td>
<td>18 semester hours of Finance and Economics</td>
<td>College Transcript, University of Phoenix</td>
</tr>
<tr>
<td>Trevor McCall</td>
<td>CJ133 – Criminology</td>
<td>Employment (law enforcement officer) and certifications</td>
<td>Employment verification and P.O.S.T. certificate</td>
</tr>
<tr>
<td>Adam Yates</td>
<td>IT250 – Linux Operating System; IT302 Linux System Administration</td>
<td>Linux Certifications</td>
<td>Certificates</td>
</tr>
<tr>
<td>David Ferris</td>
<td>CJ261 – Essential of Security</td>
<td>Employment (law enforcement officer) and certifications</td>
<td>Employment verification and P.O.S.T. certificate</td>
</tr>
<tr>
<td>Thomas Poole</td>
<td>CD140 – Rapid Visualization; VC130 – Visual Type and Image Manipulation; VC220 – Graphic Design Production Processes; VC230 – Digital Prepress; VC240 – Visual Design for the Web; VC250 – Design Project</td>
<td>Industry experience</td>
<td>Employment verifications</td>
</tr>
</tbody>
</table>

3.12 Describe any plans for improvement in the institution's administration.

Key management personnel are in place and were selected for their past successes and applicable qualifications. Each individual continues to grow as a skilled administrator and team leader; however, further growth through on-the-job experience, individual and team mentoring, and selective third party training help the administration grow as effective stewards of quality education and customer service.

Tools that help ensure the success of the campus administration are continually developed at both the campus and central administration levels; these include streamlined procedures, forms and reporting, and online training programs through e-campus learning.

The campus will continue to look for meaningful ways to improve upon its record of success.

4. RELATIONS WITH STUDENTS

ADMISSIONS AND RECRUITMENT

4.1 What is the institution's admissions policy? Does the policy differ based on the credential awarded or program of study? Explain how the admissions policy adheres to the institution's mission.
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 must:
   (1) have scored, within the immediately preceding eighteen months, a minimum of 13 on the Wonderlic Scholastic Level Exam; or
   (2) have scored, within the immediately preceding five years, a minimum of:
      (i) 17 on the ACT; or
      (ii) 400 each on both the critical reading (formerly verbal) and math portions of the SAT; or
   (3) have earned 36 quarter credit hours or 24 semester or trimester credit hours with an overall cumulative grade point average of 2.0 on a 4.0 grading scale from a postsecondary educational institution located either (A) in the U.S. that is accredited by an accrediting agency recognized by the U.S. Department of Education or (B) outside the U.S. that is accredited or similarly acknowledged by an agency deemed acceptable to the school in its discretion.
(d) The student provides the school with an official transcript from each educational institution awarding the degree or any course credits that the student desires to transfer to satisfy the requirements in (c) (3) above.
(e) The student satisfactorily completes (as determined by the school in its discretion) a readiness offering, if the Registrar requests that the student complete a readiness offering. A readiness offering is an online module that:
   (1) is not credit bearing;
   (2) is not part of the student’s program of study;
   (3) involves no tuition, fees or other costs owed by the student to the school; and
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(4) involves the completion of coursework and passing an exam.
(f) The student passes (as determined by the school in its discretion) an individual interview 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 that he or she is registered to take during the first quarter of the student's enrollment in that program of study (a) within 14 calendar days following the first session of a program course taught in residence or (b) 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. If a student's enrollment in a program of study is canceled by the school, the student may seek readmission to the program of study at the next available date that the program of study is offered by the school.

The admissions policy adheres to the institution's mission through the application and testing process that seeks to ensure accepted students possess the ability to prepare for career opportunities in their chosen field. Applicants who already possess a college degree have previously demonstrated the ability to meet the challenges of a postsecondary education. Admission is denied to any applicants who fail to meet all of the admission requirements. The campus documents the basis for denial. A letter of denial is sent to the candidate.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Not applicable. The campus does not accept ability-to-benefit students.

4.3 What records are maintained by the institution which reflect the basis for the admission of each student?

The campus maintains student records in paper and/or electronic formats. The campus' admission policies and procedures require that the following records be maintained in each student's academic file:

- Admission test scores and the date(s) administered.
- Evidence of high school graduation or equivalent, as acceptable to the state and ACICS.
- Completed Enrollment Agreement signed by the student and school representative.
- Transcripts from any previously attended postsecondary institutions upon which ITT Technical Institute based admissions or the decision to grant transfer credit.

4.4 Describe the institution's student recruitment program.

The central administration markets to prospective students through a number of methods, including Internet, television and radio advertising, direct mail, representative-generated personally developed leads, and referrals. The campus seeks to attract students with the motivation and ability to complete the career-oriented educational programs offered by the ITT Technical Institutes.

Representatives make hundreds of presentations annually to prospective adult and high school students. They discuss the programs available for study, assess the interest and capability of each prospective
student to attend, graduate and work in the career field related to the student’s education, and if there’s a fit between the prospective student and the standards of the campus, the representatives enroll the students into a specific program of study.

The campus also employs a Community Relations Specialist who develops relationships with high school administrators, faculty, and other key influencers within the community to raise the awareness of the programs of study. A primary function of the Community Relations Specialist is to make presentations at local high schools, job fairs, and other related events.

Recruiting policies and procedures as well as standards for hiring and training representatives are established centrally but are implemented at the local level. The Director of Recruitment (DOR), reports to the campus Director and is responsible for the training and supervision of the campus’ recruitment representatives as well as ensuring conformity with central administration policies and procedures. The central administration’s Internal Audit department reviews the recruiting practices relating to the execution and completion of enrollment agreements on an annual basis. Further, student recruitment activities are subject to regulation at both the state and federal level.

4.5 Describe how admissions representatives are trained, compensated, and monitored?

Representatives are selected after being interviewed by the DOR and the campus Director. Offers of employment are extended after a thorough background check has been completed. Representatives are not permitted to recruit before completing required training (both state-required training and the central administration’s prescribed training). They are monitored by the campus DOR and by the Internal Audit department (through scheduled and unscheduled audits). Representatives are also subject to other random reviews by campus administration. They are compensated pursuant to the rules and regulations of the state, the ACICS Accreditation Criteria and federal laws.

Representative training is a self-directed program composed of e-Campus courses and onsite activities covering five content areas:

- Local Orientation
- Company Orientation
- Recruitment Orientation
- Enrollment Process
- Skill Development

The e-Campus courses offer basic knowledge about how to enroll students while the onsite activities provide hands-on development of the concepts and techniques addressed in the e-Campus courses. After the employee has completed the e-Campus courses and onsite activities, he/she is required to:

- Pass the comprehensive e-Campus assessment.
- Submit the packet of completed on-site activities to his/her supervisor.
- Become certified on the interview presentation.

Successful completion of the e-Campus courses is documented on an e-Campus transcript in the central administration’s learning management system.

Once certified, all representatives undergo periodic and ongoing training, an important objective of the daily/weekly supervisory tasks for the DOR. The DOR periodically reviews the representatives’ presentations, meets with each representative at least once per day and usually conducts a group
information/training session on a weekly basis. The DOR continuously utilizes the contact time with representatives to inform, motivate, train, and undertake all related management oversight activities to ensure the quality effectiveness and regulatory compliance of representative activity and admissions operations.

4.6 Describe the institution's policies and procedures regarding incoming transfer of credit. Where are these policies and procedures published?

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 course requirements of the student's program of study at the school is determined, in the school's discretion, to be substantially the same as the subject matter of such core 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 in the same area of study (i.e., the humanities, composition, mathematics, the sciences and the social sciences) as the area of study 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. 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 - 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 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 or 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.

Students are required to complete a minimum of 25% of the quarter credit hours required to graduate from the selected program at the campus and are limited in the number of credit that may be accepted for transfer. Any courses that are awarded credit based upon previous education or experience are recorded on the transcript as:
ITT Technical Institute, Baton Rouge

- "TR" if credit was granted based on previous postsecondary education at a different institution
- "CR" if credit was granted based on previous experience.

4.6.1 Has the campus established articulation agreements with other institutions? Yes or No

No.

4.6.2 Describe where the campus publishes a list of institutions with which it has established agreements.

If articulation agreements are established between the college and other institutions, they are listed in the Credit for Previous Education or Experience section of the current catalog.

4.6.3 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Again, if articulation agreements are established between the college and other institutions, students are informed of these agreements in the Credit for Previous Education or Experience section of the current catalog. Additionally, information on the transferability of credits is outlined in this section and the Transfer of Credits section of the current catalog.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress for the institution?

The Dean is responsible for reviewing student records and ensuring that each student not making satisfactory academic progress is advised as to the campus' satisfactory progress requirements.

4.8 How does the institution determine if a student is making satisfactory progress according to the institution's policy? Who reviews the student's records and advises the student? Who monitors probation? How is attendance verified? How is the cumulative GPA and percentage of successful course completion verified?

A student must make satisfactory academic progress toward completing his or her program of study. 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 financial aid probation 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:
<table>
<thead>
<tr>
<th>Evaluation Point*</th>
<th>Required OCGPA</th>
<th>Required Credit Completion Percentage</th>
<th>See Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of the student’s first academic year (as defined below)</td>
<td>1.5</td>
<td>50%</td>
<td>(1)</td>
</tr>
<tr>
<td>End of the student’s second academic year</td>
<td>2.0</td>
<td>66.67%</td>
<td>(1)</td>
</tr>
<tr>
<td>End of each of the student’s seventh and any subsequent academic quarters</td>
<td>2.0</td>
<td>66.67%</td>
<td>(1)</td>
</tr>
<tr>
<td>End of any academic quarter of the student’s financial aid probation</td>
<td>See Note (2)</td>
<td>See Note (2)</td>
<td>(3)</td>
</tr>
<tr>
<td>100% of the Maximum Time Frame for Completion (&quot;MTFC&quot;)</td>
<td>2.0</td>
<td>66.67%</td>
<td>(3)</td>
</tr>
</tbody>
</table>

*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 Financial Aid Probation section to be placed on financial aid probation.

   If all of the conditions specified in the sentence immediately above are satisfied, the student will be placed on financial aid probation 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).

The Dean is responsible for the review of each student's academic progress at the required evaluation points. There are multiple internal reporting systems to identify students who may not be making satisfactory academic progress at an evaluation point. One reporting system provides the Dean a listing of students who have OCGPA's at or below 2.0 and/or with a CCP lower than 66.67%. A second system analyzes the students' electronic history and produces a listing with each student's recommended academic progress standing. These two reports enable the Dean to review and identify any students who are not at the appropriate threshold based upon the evaluation points. If it is determined that a student should be counseled on their academic progress, the Dean will advise the student. During the advising session, a student will be provided with an opportunity to submit an appeal for continued enrollment. The contents and results of the session are recorded in the student's academic file.

Once on probation, the student's progress is monitored through a joint effort between the Dean, School Chair and faculty members. Each works with the student, as appropriate, to provide additional instruction, tutoring or student services to aid the student in developing the skills necessary for success.

One of the key factors in student success is regular attendance to scheduled classroom instruction. This is monitored by the Dean and School Chairs through absence reports that are prepared daily. In addition, when the faculty members take attendance, they note students who are absent and then contact them to determine why they were not in class.

FINANCIAL RELATIONS

4.9 If the institution sponsors institutional scholarship, grant, or loan programs, describe them and provide how they are publicized.

The following institutional scholarships are offered at the campus and are listed in the student catalog:

FIRST/ITT Technical Institute Scholarship
FIRST (For Inspiration and Recognition of Science and Technology) is a multinational non-profit organization that aspires to transform culture by making science, math, engineering and technology as attractive to high school students as are sports. ITT Technical Institute recognizes the positive effects of FIRST programs in encouraging learning in science and technology and in fostering character development and teambuilding skills.

To further the goals of FIRST, each participating ITT Technical Institute intends to award one scholarship annually to a FIRST Robotics Competition (FRC) or FIRST Tech Challenge (FTC) participant in the FIRST Region. The scholarship award will be in the amount of $18,000 ($9,000 per year) to be applied toward any associate's degree program offered at the school. The scholarship also may be used at other ITT Technical Institute locations. Scholarship funds will be applied over the length of the program.

President's Scholarship
The primary purpose of the President's Scholarship 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. It is available to eligible new students who begin a bachelor degree program of study at ITT Technical Institute. If the eligible, a student will receive a President's Scholarship award in the form of a retroactive 20% reduction in the cost per credit hour for each course completed in the quarter that has been flagged as eligible for the scholarship.
To be eligible for the scholarship, the student must have begun their bachelor degree program after September 8, 2008 and graduated from an ITT Technical Institute associate degree program with an overall cumulative grade point average of at least 3.0.

To qualify for a President's Scholarship award for any particular quarter, the student must:
- be enrolled at all times during that quarter in courses in his or her bachelor degree program that represent at least 12 quarter credit hours; and
- at the end of that quarter, be making satisfactory academic progress and have an overall cumulative grade point average of at least 3.0 for all courses taken in his or her bachelor degree program of study.

Please see the catalog for further information on these scholarships.

4.10 Provide evidence that 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.

Tuition per credit hour, fees, and other charges are published in the campus' catalog and are detailed on the enrollment agreements. The method of determination of tuition owed is the same for all students. Tuition for each course taken is determined by multiplying the tuition per credit hour by the number of credits for the course; the tuition for each quarter of study is determined by multiplying the tuition per credit hour by the total credit hours for all courses in the quarter. Tuition and fees are the same for all students who enroll and start their programs during the effective times stipulated in the campus catalog; estimated tool charges are the same for all students in programs requiring tools.

4.11 What are the institution's refund policies and procedures?

**Refund**

(a) If the student withdraws or is terminated from any program course during any of the following specified days of classes 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.

<table>
<thead>
<tr>
<th>DAY OF CLASS</th>
<th>PERCENTAGE OF THE TUITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st - 10th</td>
<td>25%</td>
</tr>
<tr>
<td>11th - 24th</td>
<td>50%</td>
</tr>
<tr>
<td>After the 24th</td>
<td>100%</td>
</tr>
</tbody>
</table>

(b) If the student withdraws or is terminated from the program during any of the following specified days of classes 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.
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<table>
<thead>
<tr>
<th>DAY OF CLASS OF THE QUARTER</th>
<th>PERCENTAGE OF ANY ACADEMIC FEE AND THE ADMINISTRATIVE FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st – 10th</td>
<td>25%</td>
</tr>
<tr>
<td>11th – 24th</td>
<td>50%</td>
</tr>
<tr>
<td>After the 24th</td>
<td>100%</td>
</tr>
</tbody>
</table>

(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, 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 student at the school; and

- all other amounts owed to the school under the student's Enrollment Agreement with the school (including any addenda 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:

1st: private or institutional student loans;
2nd: private or institutional parental loans;
3rd: unsubsidized Federal Stafford loans;
4th: subsidized Federal Stafford loans;
5th: unsubsidized Federal Direct Stafford loans;
6th: subsidized Federal Direct Stafford loans;
7th: Federal Perkins loans;
8th: Federal PLUS loans;
9th: Federal Direct PLUS loans;
10th: state student loans; and
11th: state parental loans.

(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 45 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;

ITT Technical Institute ITT
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:

1st: unsubsidized Federal Stafford loans; 5th: Federal Perkins loans;
2nd: subsidized Federal Stafford loans; 6th: Federal PLUS loans;
3rd: unsubsidized Federal Direct Stafford loans; 7th: Federal Direct PLUS loans;
4th: subsidized Federal Direct Stafford loans; 8th: Federal Pell Grants;
9th: Federal Academic Competitiveness Grants;
10th: Federal National Science and Mathematics Access to Retain Talent Grants; and
11th: Federal SEOG Program aid.

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, 14111 Airline Highway, Suite 101, Baton Rouge, Louisiana 70817. If the student is a minor, however, the request must be made by the student’s parent or guardian.

4.12 What are the qualifications of the financial aid officer? In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

Ms. Celeste Franklin, as the campus DOF, is responsible for the ongoing training of the FAA staff at the Baton Rouge campus. She has seven years of experience in the field of financial aid. The central administration’s student financial services department regularly sends each school updates and/or changes pertaining to financial aid as they occur and periodically conducts training sessions for all financial aid personnel via telecommunication links. The campus also receives timely and appropriate updates from other interested agencies involved in the financial aid process. Ms. Franklin conducts regularly scheduled training sessions with the FACs as part of her weekly staff meetings.

In order to keep up to date with financial aid changes, the DOF participates in annual financial aid training seminars conducted by the central administration to keep current on changes occurring in the financial aid programs.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations. What is the institution’s cohort default rate for the last three years?

The campus promotes student loan repayment early in the enrollment process. A copy of the U.S. Department of Education’s (DOE) publication Funding Education Beyond High School: The Guide to Federal Student Aid 2011/2012 is made available to students when enrolling. The handbook addresses
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the various financial aid programs available, eligibility requirements, how to apply, deadlines, in addition to repayment rights and responsibilities.

Further, each borrower is provided with a copy of his/her Cost Summary and Payment Addendum to Enrollment Agreement (CSPA) which outlines the specific financial obligations for the academic year (three academic quarters). During each subsequent academic year, a new CSPA is provided and a financial aid coordinator reviews any changes with the student. Each student is advised during his/her initial interview and during the second week of class when an entrance interview is done. They are further advised at the beginning of each subsequent academic year during their campus tenure. Finally, when they leave the campus, an exit interview is conducted covering responsibilities to student loans, an overview of balances due for loans, the grace period for loans, and different payment options are reviewed. The student is given a debt management guide, deferment eligibility chart, and a repayment estimator chart to help assist in making decisions about their student loans. Contact numbers and email addresses of lending institutions and other important offices are provided to students for possible future use. Exit interview documents are sent by certified mail if the student is unavailable for an interview.

The effectiveness of the program is measured by the cohort default rates issued annually by the DOE.

The cohort default rate for the last three years* are as follows:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DEFAULT RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>13.2%</td>
</tr>
<tr>
<td>2008</td>
<td>13.2%</td>
</tr>
<tr>
<td>2009</td>
<td>22.0%</td>
</tr>
</tbody>
</table>

*Rate based on the cohort for the designated year

The cohort default rates for the campus are within the acceptable range as determined by the DOE. However, we are continuously striving to provide the best possible programs and support services, which in turn can have a more favorable impact on lowering cohort default rates.

4.14 If applicable, describe the institution's cash discount policy and provide evidence that it has been approved by the Council.

The campus does not offer a cash discount.

STUDENT SERVICES

4.15 Describe the institution's orientation and counseling programs. What are the qualifications of the person responsible for the counseling program?

Many applicants experience anxiety about the adjustments ahead of them. Student orientation sessions are valuable in quelling anxieties, easing the students' transition into school, and for completing required paperwork.

The campus holds student orientation sessions for each group of starting students. Evening orientation sessions are normally held on a Thursday evening to accommodate evening students, while a Saturday orientation session is held to accommodate day students. Family and friends are invited to accompany new students to this orientation event. The Director welcomes students and describes the world of postsecondary technical education and their potential for success. The Dean, Associate Dean, School Chairs, faculty, and functional managers then meet and greet new students and utilize the orientation to reinforce program expectations.
Financial aid staff also meet with students, as needed, to ensure that financial paperwork and related requirements have been, or are being, completed. Career Services personnel are available to answer questions about career choices and trends. It is the objective of the campus that every student understands the campus and program expectations, all questions have been answered, and the student is confident about starting a new program of study.

Essential components of orientation sessions include a review of campus policies and expectations, good study habits, grievance policy overview, and general questions. Students are then divided into their programs of study to discuss specific program expectations with School Chairs.

The atmosphere during orientation is kept light and engaging. By dividing the students into programs of study, the presentations can be short and informal, allowing the opportunity for students to ask more questions.

The campus does not currently employ a professional counselor; the staff limits assistance to advisement. Any need for further counseling is referred to outside professional services. There are many human-social service and mental help agencies in the area and a comprehensive listing of agencies and offices that can offer aid to students at little or no cost is available in the office.

4.16 Describe the institution's retention program.

The retention improvement program is integral to the campus' CEP. It is reflected in the central administration, campus, Academic Affairs, and the individual goals of the faculty and staff.

The campus strives to achieve an environment that is conducive to learning and that recognizes achievement. The faculty and staff are also committed, both collectively and individually, to providing quality education and customer service. The hands-on approach to learning provides each student an opportunity to realize accomplishment and success. Other major activities undertaken by the campus, which are designed to help students keep on track, stay in school, and graduate to pursue career dreams include:

- The campus monitors student attendance daily. Students who miss class are contacted to determine if there is an underlying reason for the absence, ascertain what can be done to help the student if problems are linked to the absence, and encourage the student to return to class as soon as possible. The importance of attendance on success and employment opportunities is stressed throughout the program by faculty, educational staff, and campus management. The campus is very proactive in its desire to assist students in achieving their potential, and involves all relevant departments and functions in resolving issues/problems that affect attendance and performance.

- Faculty members provide regular feedback to students. Faculty and educational staff monitor student progress and grades throughout the academic quarter. Grades are reviewed at specific intervals of the program to verify that students are making satisfactory academic progress and are capable of completing the program within policy stipulations. Early and appropriate intervention by academic personnel helps students who are in jeopardy of failing or performing below expectations to rebound, continue in school and graduate to achieve career goals. The electronic student record and associated computerized educational systems enable the campus to monitor student academic performance.
Students who need academic assistance for their classes are provided opportunities for one-on-one and/or group tutoring by members of the campus faculty. Tutoring may occur in class (during times of individual study) or prior to/after class at prearranged times during the academic week. Additionally, students, through federal work study, assist fellow students with tutoring and other academic needs.

The campus is proactive in assisting students to remain focused, complete their programs, and graduate on time. Faculty meet with their respective School Chairs to discuss programmatic issues, share information regarding students, and review strategies and methods which can be utilized to help students solve problems and progress towards graduation. On a daily basis, faculty discuss student specific issues related to absenteeism or academic progress with their School Chair. If necessary, other members of the Academic Affairs or other support departments are involved to assist students. Non-academic departmental support personnel routinely meet with students during the course of daily business and keep an eye out for student issues and problems. If any are noted, staff members immediately alert, inform, and involve other campus personnel as needed to assist students.

Student retention statistics are updated daily in the form of an Administrative Drop report, which the Dean reviews with the Director, School Chairs, and Associate Dean. Other various retention related reports are produced several times during the quarter. These reports are distributed for review and discussion. Statistics are also utilized to measure individual, program, and campus performances. They are used to establish trends, issues, and opportunities for improvement and once identified; actions are appropriately taken.

There are active organizations or clubs on campus that provide students with an opportunity for membership in the mutually supportive group that helps students to be more focused on the outcome of his/her education.

Before and after classes, students can find a reinforcing environment in the campus' LRC where they can access computers fitted with the same software used in classroom laboratory situations. The LRC also offers resource materials, a place to study, and tutoring services from faculty members who are available during normal hours of operation.

The campus provides student services to assist students with miscellaneous needs affecting retention such as:

- transportation options
- housing information
- part-time employment opportunities
- other routine aid required of students

On a regular basis, Academic Affairs management staff meet to review and analyze student withdrawals in an effort to ascertain the root causes and establish strategies to preclude further occurrences and aid with overall student retention.

The campus has an aggressive re-entry program. Many students withdraw for a period and then return to complete their studies later. Students who withdraw for reasons unrelated to educational experiences are more likely to return. Withdrawn students are contacted by mail and telephone prior to the next quarterly start. This contact reminds the student that it is time to get back on track and continue to work towards the attainment of educational goals. The Dean and School Chairs have
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a centralized repository for keeping track of students and reasons for withdrawal. These students receive periodic follow-ups to encourage program reentry and completion of planned educational endeavors.

4.17 Describe employment services offered to students. Describe how employment results are documented and follow-up studies are conducted.

The campus will assist any interested student in finding part-time work during his/her enrollment in a program of study at the campus. The student must schedule his/her employment so it does not interfere with the student's class schedule. The campus' career services are available to students and interested graduates, but the campus 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 campus, related to his/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 campus 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 not to place restrictions on their job search endeavors regarding location, starting salary or specific benefits, as doing so may similarly restrict employment options. Any employment students or graduates may obtain with the help of the campus’ career services will most likely be for an entry-level position.

The Career Services department provides a tailored, one-on-one approach to assist students in obtaining employment. Students are questioned about their career goals and needs (e.g. geographic, employment type and salary expectation preferences), and an inventory is taken regarding the strengths and weaknesses of each student's knowledge, skills, and abilities. The information is utilized to aid students in preparation for the associated activities involved with employment and career advancement opportunities.

The campus also has formal ongoing programs in place to assist students with resume writing, interview preparation, and employment search techniques. Faculty and Career Services staffs are jointly involved in the advisement and preparation of students in these matters. The Career Services staff and faculty invite guest speakers from the various industries involved in the technologies taught on campus to make timely and appropriate presentations to students; topics range from trends in the industry, to specific company information, to advice on candidacy improvement of students as they progress through their employment search. In addition, Career Services provides students with opportunities to research occupations, industries, and companies through an online database and attend career fairs and company interviews at open employment opportunities. Student tours of company facilities and student interviews on company sites are occasionally undertaken to supplement the on-campus assistance efforts.

Appropriate placement related activity is documented on campus for future reference and monitoring purposes.
When a graduate accepts employment in the field, the factual circumstances of the placement is verbally verified by the Career Services staff. Upon verbal verification, a Graduate Employment Information Sheet is provided to the graduate and employer for written verification. Once received, it is reviewed and approved by the Director and the Director of Career Services (DOCS); the information is then recorded electronically.

Follow-up studies of graduate employments will be conducted from surveys administered by both the campus and central administration's Career Services departments. The campus will survey employers of graduates approximately one year after graduation; areas of study/evaluation include quality of work performed, team working relationship abilities, capacity for working without supervision, etc. The central administration surveys graduates approximately one year after graduation regarding their experiences and their opinions about the relevancy and adequacy of their education training and employment preparation. Information obtained will be shared with operational functions at the campus and central administration's levels.

4.18 Describe the institution's program of extracurricular activities, if any.

Students are encouraged to participate in a variety of extracurricular activities during their school tenure. Activities include:

- Student clubs and professional organizations:
  - ACJA (American Criminal Justice Association)
  - NTHS (National Technical Honor Society)
  - Writing Club
- Certification Workshops
- Community Blood Drives
- Annual American Red Cross CPR Classes
- Student Appreciation Day
- Graduation Reception
- Quarterly Student Honors Award Certificates
- LRC Tutoring Services

4.19 Describe any plans for improvement in relations with students.

To improve overall relations with the students, representatives maintain active communication with students through quarterly one-on-one meetings and phone calls if students have missed classes or drop a class. Additionally, students are provided ongoing opportunities to voice concerns and get their concerns resolved expeditiously. Students are advised from their initial contact with the campus and throughout their tenure that there is an "open door" policy and any problems or concerns should be brought freely to academic or administrative staff, as appropriate.

Student services are continuously reviewed and evaluated for improvements. The faculty and staff are committed to providing quality education and customer service.

5. EDUCATIONAL ACTIVITIES

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission. 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).

The mission statement as described in Section 1.2 provides ITT Technical Institute with a description of the desired institutional environment plus a compelling call for action for all employees. Equally compelling is the call to strive continually to establish an environment for students and employees that promotes professional growth, encourages each person to achieve his/her highest potential, and fosters ethical responsibility and individual creativity within a framework of equal opportunity. The mission statement is a living process that continues to drive student, employee, and financial resources to establish ITT Technical Institute as a leader in education. The central administration believes that its facilities, faculty, staff, and employer-driven curricula support this objective.

ITT Technical Institute bases its operating philosophy on the following:

- Programs of study foster critical-thinking, communication, and teamwork skills while reinforcing the theoretical and in most programs applied principles of technology.

- Student support services facilitate the matriculation process and help students begin to prepare for career opportunities. Such services include assistance with housing and in applying for financial aid; advising; tutoring; assisting graduates with finding employment; and other special support programs as needs are identified.

- Cultural and ethnic diversity in its faculty, staff, and student body are encouraged.

- Course content is reviewed regularly to respond to changes in technology and industry needs.

- Each program of study integrates technology, lifelong learning, and professional development activities.

- Each program of study offers a learning environment that fosters communication and critical-thinking skills.

- Public service programs, civic engagement, and charitable activities are promoted as part of the education process to reinforce society's need to develop an informed, sensitive, and responsive citizenry.

The campus offers the following programs of study to interested students.

SCHOOL OF BUSINESS

BUSINESS MANAGEMENT (Associate of Science)

This program offers a foundation to help students develop business knowledge and skills. It combines the study of fundamentals of marketing, finance and communication. The program also emphasizes the impact of the dynamic, global information age on business and how to make efficient use of technology. The program includes three major focuses. The business focus provides an introduction to functional areas of business. The marketing focus offers marketing principles and practices with emphasis on consumer behavior. The communication focus offers a foundation in professional communication, including principles of professional business communication and methods and techniques used in the information age. The program also offers instruction on teamwork, technology and problem solving and includes general education coursework.
SCHOOL OF CRIMINAL JUSTICE

CRIMINAL JUSTICE (Bachelor of Science)
This program teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. The upper-level courses enhance the study of the criminal justice system and expand into areas such as criminalistics, victimology and forensics investigations. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and administrative subject matter. Students will examine the criminal justice process and study interpersonal communication skills. The program offers an interdisciplinary study of the mechanisms of social control, criminology and criminal justice in American society. Program content includes communication, criminal law and procedures, cybercrime and homeland security issues as well as technology skills. The program can help graduates cultivate particular human relations skills appropriate to the industry and an understanding of the causes and prevention of crime.

CRIMINAL JUSTICE (Associate of Science)
This program teaches fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and criminal justice subject matter. The program examines the criminal justice process in the United States and involves the study of interpersonal communication skills. Program content includes communication, criminology, courts, correctional programs, criminal investigations, security and policing.

PARALEGAL (Associate of Science)
The purpose of this program is to help students prepare for entry-level positions as paralegals. Areas of study include ethics, legal research and writing, law office technology, and specific areas of the law, such as criminal law, corporate law and litigation, among others. The program is also intended to help the student develop problem-solving and critical thinking skills.

PARALEGAL STUDIES (Associate of Science)
The purpose of this program is to help students prepare for entry-level positions as paralegals. Areas of study include ethics, legal research and writing, law office technology, and specific areas of the law, such as criminal law, corporate law and litigation, among others. The program is also intended to help the student develop problem-solving and critical thinking skills.

SCHOOL OF DRAFTING AND DESIGN

COMPUTER DRAFTING AND DESIGN (Associate of Science)
Drafting is a graphic language used by industry to communicate ideas and plans from the creative-design stage through production. Computer drafting and design is one way to produce drawings in traditional design and drafting fields. This program combines wherever appropriate computer-aided drafting with conventional methods of graphic communication to solve drafting and basic design-related problems. The program will help graduates prepare to work in entry-level positions in many diverse areas of technical drafting and design.

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Students will be exposed to both classroom theory and laboratory projects. Students will be required to create a variety of drawings of various sizes on different drawing media, and will use conventional as well as computer-aided drafting equipment.

The goal of the Computer Drafting and Design program is to help the student acquire the skills to enter the workplace as a versatile draftsperson able to make basic design decisions and capable of addressing the challenges of future technological advances in the drafting and design profession.

DRAFTING AND DESIGN TECHNOLOGY (Associate of Science)
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. 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.

GRAPHIC COMMUNICATIONS AND DESIGN (Associate of Science)
This program exposes students to fundamental skills utilized in entry-level graphic design, visual communications and related positions. The program can help students explore communicating ideas and concepts through print and interactive multimedia communication. The program emphasizes creativity, visualization and critical thinking to help students generate technologically appropriate, functional and aesthetically pleasing solutions for graphic communications and design projects. 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 graphic communications and design which may include the production of interactive multimedia, print media and other communications at a variety of organizations.

VISUAL COMMUNICATIONS (Associate of Science)
The purpose of this program is to help students prepare for entry-level positions in visual communications related professions. The curriculum of the program consists of a foundation core of design and general education courses, followed by studies in multimedia applications. The Visual Communications program can help graduates prepare to perform tasks associated with designing and creating interactive multimedia communications and print communications. Additional curriculum topics, investigated through classroom and laboratory experiences, include graphic design, multimedia applications and other related technical subjects.

SCHOOL OF ELECTRONICS TECHNOLOGY

ELECTRONICS AND COMMUNICATIONS ENGINEERING TECHNOLOGY (Bachelor of Science)
The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions in various fields involving electronics engineering technology, including communication systems. Courses in this program offer an expansive foundation in electronic circuitry and communications engineering technology through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus and additional general education coursework.

COMPUTER AND ELECTRONICS ENGINEERING TECHNOLOGY (Associate of Science)
This program helps graduates begin to prepare for careers in a variety of entry-level positions in many fields of electronics and computer technology, such as aviation, communications, computers, consumer
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products, defense and research and development. The program acquaints students with certain circuits,
systems and specialized techniques used in electronics and computer technology career fields and
exposes students to a combination of classroom theory and practical application in a laboratory
environment.

ELECTRICAL ENGINEERING TECHNOLOGY (Associate of Science)
This program helps graduates begin to prepare for careers in a variety of entry-level positions in many
fields of electronics and computer technology, such as aviation, communications, computers, consumer
products, defense and research and development. The program acquaints students with certain circuits,
systems and specialized techniques used in electronics and computer technology career fields and
exposes students to a combination of classroom theory and practical application in a laboratory
environment.

SCHOOL OF INFORMATION TECHNOLOGY

INFORMATION SYSTEMS SECURITY (Bachelor of Science)
Individuals with knowledge of information systems security are now considered to be an important part of
most IT infrastructure teams. Roles cover a range of activities spanning from analysis, to design and
implementation of security systems, to security monitoring and countermeasures and ongoing
administration. Students will study the essentials of information security and the security aspects of
common information technology platforms. Students will be exposed to techniques used to deploy and
manage security systems and configure security solutions.

PROJECT MANAGEMENT (Bachelor of Science)
This program combines theory and techniques used by professional project management practitioners in
a digital global environment. The program includes instruction on the project management knowledge
areas and processes designated by the Project Management Institute (PMI). Courses teach knowledge
and skills to help participate in and lead the management of a variety of project types. The program offers
students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing,
guiding, monitoring and controlling a project through an integrated process to meet identified
requirements on time and on budget. The program is also designed to foster critical thinking, analysis
and communication skills.

INFORMATION TECHNOLOGY - COMPUTER NETWORK SYSTEMS (Associate of Science)
The Information Technology - Computer Network Systems program can help graduates prepare to
perform tasks associated with installing, upgrading and maintaining computer network systems in typical
LAN/WAN environments. This program explores a number of networking and internetworking
technologies. Additional curriculum topics, investigated through classroom and laboratory experiences,
include introductory computer programming, survey of operating systems, network design and
implementation, network systems management and other related technical subjects. Information
Technology - Computer Network Systems consists of a foundation core of computing and general
education courses, followed by studies in computer network systems applications.

MOBILE COMMUNICATIONS TECHNOLOGY (Associate of Science)
The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-
level positions in the field of mobile communications and information technology. The curriculum of the
program focuses on technical and general education cores of study. The program acquaints students
with analog and digital electronics, computer and networking, electronic and digital communications
systems, and mobile wireless communications systems and devices and exposes students to a
combination of classroom theory and practical application in a laboratory environment.
Graduates of this program may pursue careers in a variety of entry-level positions in various fields involving mobile communications technology, electronics and computer engineering technology, and information technology, such as technician, field technician/field service specialist, mobile devices support consultant, applications development technician, wireless technician.

NETWORK SYSTEMS ADMINISTRATION (Associate of Science)
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. This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level systems network 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.

OVERVIEW OF PROGRAM DELIVERY
The campus' degree programs blend traditional academic classroom study with applied hands-on laboratory activities, to prepare students for technological careers. A growing body of research points to “active learning” as a way to engage students, cultivate critical thinking, and improve the overall educational experience. Active learning is a process whereby students talk, listen, read, write, compute, analyze, and reflect as they immerse themselves into an applied learning environment. This approach lessens the dependency on rote memorization. Students grasp scientific and technological principles more thoroughly and more efficiently when education includes the active learning experience. In a laboratory setting, theoretical principles are tested via practical application of the technology being studied.

Most full-time students take one general education and two core courses each quarter. The concentrated blocks of time, at a consistent time of day for most students, help avoid the scheduling problems that a traditional collegiate schedule might pose for students with full-time employment and family commitments.

Each individual course meets at least 11 times in a twelve-week academic quarter. First quarter courses for all programs are offered each quarter provided sufficient student interest is demonstrated. Most students attend four quarters per year and complete an associate degree program within two years.

General education courses are taught in residence or online in order to provide students with greater flexibility to complete those courses. Only those students who establish that they are academically qualified will have the option of taking their general education courses online. Students who choose to take the general education courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes.

5.2 Describe the role of the faculty, administration and others in establishing the educational programs.

The curriculum for a new or updated program is not created solely from a person or a group; it is developed over a period of time and involves dozens of educators and industry experts, both inside and outside the central administration. The curriculum development process generally can be broken into three stages:

- Concept exploration
- Research
Concept Exploration
The Curriculum department includes National Chairs who specialize in a particular industry or area of expertise. Each of these National Chairs pursues a rigorous and ongoing program of keeping up with trends, changes and standards in their specific industries, through attendance at industry conferences; participation in industry trade associations; reading industry journals, books and news; consultation with textbook publishers, hardware and software vendors; technology service providers; and interaction with other educators in that field. In addition, they interact with central campus School Chairs and faculty, who bring their unique experiences to bear on industry directions. Program Advisory Committees comprised of employers provide input through surveys and meetings at each school.

Periodically the department holds planning conferences in which the findings of all the above sources are discussed and an assessment of potential responses to recent industry trends is conducted. From these planning meetings arise the early definitions of possible new programs of study, or updates to existing programs. The industry trends and needs and possible program attributes associated with them are analyzed to assist in the overall needs assessment step of the process.

The findings of the needs assessment are then shared more widely with additional internal and external resources to confirm and refine the findings. These resources again include central administration and campus educators as well as outside industry experts. Some of the individuals involved at this point stay with the development program and are referred to as Subject Matter Experts (SMEs).

Research
From among these and other individual members a development task force is formed. Every new program of study and most major program updates all involve such a task force. Development task forces are comprised of a variety of individuals: School Chairs and faculty from various parts of the country, professionals working in the industry related to the specific curriculum, academics in the specific discipline related to the program and SMEs and writers from textbook publishing companies.

Under the guidance of the National Chair, the Curriculum Committee compiles the specifications around which the curriculum must be created. They include:

- Standards and skill sets identified by national and international academic and industry organizations. For example, standards or skill sets identified by groups such as the International Standards Organization, the Institute of Electrical and Electronics Engineers, the American National Standards Institute, the Electronics Industries Alliance, the Foundation for Industrial Modernization, the American Design Drafting Association and the National Workforce Center for Emerging Technologies (NWCET) have been incorporated into various curricular programs.

- Desired student learning outcomes. Outcomes focus on the skills and knowledge the student must have obtained to progress to the next subject matter or course in the program, as well as what skills and knowledge related to the employment opportunities associated with the program of study. Outcomes may also focus on more than technical skills; they may identify the communication, critical thinking, and business skills desirable for employment areas. Ideas and comments from individual college-level Advisory Committees are incorporated at this stage of the process as well.

- Specific courses that would produce the needed skills, knowledge, and outcomes, both technical and general education.
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- Content, academic body of knowledge, outcomes, and any other aspect required by the accrediting bodies and the many state regulatory bodies to assure quality of program and to verify it to be a college level offering.

Both the industry trends and needs and this in-depth information on skills, knowledge, and outcomes are then combined to create a Concept Paper for the curricular program. The assumptions of the Concept Paper are then examined by the Market Research department, which gauges the market demand and trends for the jobs for which the program is targeted. If sufficient market demand is demonstrated, the financial, and operational aspects of the program are analyzed. When it is determined that the program is financially viable and operationally feasible, the central administration approves the campus to proceed through the necessary approval processes.

The actual content development process is a complex acknowledgment of these multiple influences:

- industry needs and trends as articulated by employers
- emphasis on demonstrable outcomes
- the “commonly accepted” body of knowledge associated with a subject, as articulated by academe to the accrediting bodies
- multiple learning styles of students

Content Development

Emphasis on Industry Standards
As mentioned above, employer priorities play a significant role in the initial creation of a program or course and continue to influence when and how a program or course is updated. The strong emphasis on industry standards is one of the key differences between the development process used by the institution and those used by many of the “traditional” four-year colleges and universities.

Industry trends and employer needs are assessed both at the national level, through interaction with industry associations and skills standard boards, and at the local level through industry Advisory Committees and faculty input. The campuses are divided into geographic districts, each with a faculty representative reporting the employer needs and faculty observations of that district to the centralized Curriculum department.

While the resulting curricula meet or exceed the academic requirements of accreditors, closer attention is paid to industry trends and emphasis to assure that the outcomes toward which the curriculum is directed are employer-centered. Use of industry trends as the prime driver also results in more frequent updates of curriculum than would be the case if academic standards were the driver, since industry changes are much more rapid. Technology programs in particular must acknowledge new developments in both software and hardware, which also cause program revisions.

Emphasis on Outcomes
The emphasis on outcomes is prevalent through all levels of a curriculum: at the program level, course level and unit level. This emphasis also is the reason behind the use of centralized program and course design—to ensure consistent quality of outcomes. These horizontal and vertical controls are employed because the standards on which the curriculum is based are “hard” standards. Often there is only one correct answer and only one methodology or order of steps to reach the correct answer. For this reason, exams are standardized and performance-based to ensure that the desired outcomes can be demonstrated by the student.
The centralized curriculum development model also means that the faculty can devote more focus on classroom activities. This “customer-centered” focus is also in contrast to the more “content centered” model often associated with traditional degree programs, in which the faculty member has emphasized development of the program content, which is transmitted via lecture. While the content and outcomes are proscribed at all levels of the curriculum, the individual faculty member is responsible for selecting learning activities at the unit level so that the students’ learning styles and academic abilities can be accommodated in the classroom or lab.

**Education as a Foundation**

Anecdotal evidence also reinforces that, even while employers had to focus on their short-term labor needs, they knew that in the longer term they would be better served by employees with an appropriate educational foundation that would allow for continued learning as job responsibilities grew and technology evolved. Certification programs are viewed as a practical means of exposure to new developments in technology but not a substitute for the industry foundation needed to apply a new technology.

These are the reasons that the curricula emphasize the understanding of foundation knowledge as much as the acquisition of core skills. The core courses provide layers of inter-related foundation content, enhanced by “soft skill” courses selected to relate to the specific program.

Employers also emphasize the importance of these “soft skills.” Critical thinking, problem solving, communication, and teamwork skills are essential. In today’s rapidly changing work environment, it is also important that students know how to be independent learners and be able to logically process and apply new information. Modern workers also must be prepared to be part of work teams that include workers from various specialties and to “translate” the needs or requests from other departments into solutions.

Although general education courses must meet the strict academic body of knowledge standards for the area of study, they are also designed to assist the student in the development of the required “soft skills.” Like their core counterparts, the course focus is on the demonstration of the skills rather than just the theory. The standardized curriculum includes projects that require critical reading and thinking, problem solving, communication, and teamwork skills as the student applies the required theory.

The core and the general education courses are designed to work hand in hand to provide students with a solid academic foundation and the skills to be continuous learners throughout their careers.

Campus faculty members play a key role in the development and delivery of the educational programs. Faculty members in some locations serve on National Curriculum Committees as previously described. All faculty members have the ability to recommend changes or additions to existing curricula by working through the established communications systems. Each faculty member also has the authority to add up to 20% of additional objectives to the stated course objectives based on that faculty member’s expertise and experience.

The following individual participates from the campus on National Curriculum Committees:

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<th>Faculty Member</th>
<th>Curriculum Committee</th>
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<td>General Studies, Mathematics and Sciences</td>
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5.3 Describe how the educational programs reflect the needs of the students and the community.

The central administration conducts a study prior to the implementation of any program. This study includes evaluating the level of interest in the campus' marketing area and the extent to which current demand is met by similar programs in the community.

Existing programs are regularly reviewed. These reviews include student, graduate, and employer surveys, marketing results, student outcomes, feedback from Advisory Committees, and other available resources. Such reviews indicate that the programs are meeting the basic needs of the students and the community/employers in which they serve.

As employment opportunities become more competitive, new employment requirements are emerging. Employers want workers who know the required technology, but these same employers also want workers who can reason, solve problems, communicate clearly, learn new skills, and work effectively in teams. Programs have been specifically designed to teach students in each of these critical areas. ITT Technical Institute's collaboration with the employers of its graduates provides valuable feedback to help maintain the currency of its existing curricula and to provide guidance for developing new curricula to meet their ever increasing needs. Students ultimately reap the benefit of this collaboration because their program of study exposes them to the knowledge and skills to be successful in their employment.

5.4 How are provisions made for individual differences among students?

Individual differences among students are provided for based on the particular difference.

Faculty members encourage all accelerated students to undertake extra projects and to assist fellow students whenever possible.

Below average performers are advised by their faculty and School Chair whenever a problem is identified. If it is determined that skills are below average, students are encouraged to attend tutoring sessions. Tutoring with the faculty and/or School Chair is available during posted hours or by appointment and typically conducted out of the LRC. Individual education plans for students with identified learning disabilities may be developed in accordance with central administration policy.

Other student differences are addressed within the guidelines established by the central administration.

5.5 How are the resources of the community utilized to enrich the programs?

Community resources are an integral part of the programs and services offered at the campus. These resources are intended to serve as a conduit for expert advice to flow from business and industry to the campus and, in turn, for program awareness to flow from the campus to the community.

The Director of Career Services is a member of the local Chamber of Commerce and the campus facility is available for monthly chamber sessions and/or other community events.

Guest speakers from various industries and the community are invited to speak in relevant classes. They are also invited to be part of the campus Advisory Committees and/or guest speakers at graduation. In addition to guest speakers, field trips to industry locations and technical exhibitions are used to enhance the learning experience within a given program of study.

Members of the Advisory Committees also play a key role in program review since they are used to offer advice or assistance in the following areas:
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- Guest Speakers
- Field Trips
- Curriculum
- Industry trends
- Employer needs
- Equipment
- Laboratory layout
- Instructors
- Assist with faculty professional development
- Job opportunities for students

5.6 Is there a detailed syllabus on file for each course? How was that syllabus developed? How is that syllabus utilized? How often is it revised?

There is a detailed syllabus on file for each active course. The syllabus is developed by the central administration's Curriculum department under the supervision of the National Chair (who possesses the relevant content expertise). The syllabus is made available to the campus for its classroom delivery via a centralized curriculum database and is distributed directly to the students by the appropriate faculty member.

The syllabus contains the following:

- Cover page, which contains course name, course number, contact hours, credit hours and pre/co-requisites (if any).
- "Syllabus," which contains the course description, course overview, major instructional areas/course outline, course objectives, teaching strategies, textbook/references, evaluation criteria, and grade weights as well as the current version/revision date.
- Faculty Guide, which is subdivided into units/lessons and includes the unit title, topics, overview, objectives, activities, assignments, resources, and in some cases labs or projects. In recently revised course guides, the faculty guide will also contain references, notes, and facility/equipment/tool information for the faculty.

The syllabus is periodically revised to accommodate:

- Recommendations made by administrators and faculty via the Curriculum Committee.
- Enhancements made due to changes in technology.
- Changes due to textbook replacement
- Changes in application software
- Enhancements made due to adoption of innovative classroom delivery methods.
- Recommendations made via the Advisory Committee members.

5.7 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the institution and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.
The Associate of Science in Paralegal Studies program of study contains an elective externship component. The externship component consists of 4 or 4.5 quarter credits of 120 or 135 total contact hours respectively in an externship setting and requires a minimum of 67 credits earned in the program of study prior to enrollment. The externship experiences provide opportunity for application of theory in real world practice and development of skills and abilities acquired in the Paralegal Studies program. Externship opportunities are limited and may not be available every quarter or for every student who desires to take the course. Any student interested in a paralegal externship must apply for and be selected for any externship opportunity that may be available at that time.

The Chair of the School of Criminal Justice is responsible for identifying and establishing suitable externship sites at a variety of paralegal studies related facilities at least six months prior to the first externship experience. The campus and the externship site enter into a formal agreement that identifies the responsibilities of each party. The agreement contains general information about the externship experience as well as specific responsibilities of the institution, students, and of the facility hosting the externship. In addition to specific responsibilities, the agreement also speaks to issues such as insurance, confidentiality, emergency health care, non-discrimination, and indemnification. A copy of the agreement is available from the School Chair. Students enrolled in the externship also sign an agreement concerning conduct, eligibility, and responsibilities. A copy of the student externship agreement is also available from the School Chair. Signed agreements are kept in appropriate campus files.

5.8 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs. If advisory boards are utilized, list board members and their qualifications.

For curriculum evaluation and revision/improvement, input is received from faculty, students, graduates, employers of graduates, local Advisory Committees, National Chairs, Curriculum Committees, and outside consultants hired by the central administration. Utilization of these resources is substantially equal across program curriculums.

The expectation that faculty members participate in recommending improvements to curriculum design is expressly stated in the job description for instructors. Each faculty member has the following means available for communication on curriculum improvement:

- **Curriculum Committees**: Faculty members may be selected to serve on National Curriculum Committees charged with specific responsibility for curriculum review. Faculty participation on curriculum committees is an ideal position to provide National Chairs with input from the field.

- **Advisory Committees**: Faculty members are invited to Advisory Committee meetings and the minutes of those meetings are forwarded to the respective National Chair for review and assessment of potential curriculum changes.

- **Formal Procedure for Curriculum Change**: The central administration supports program evaluation as defined in procedure CUR 2.0 which allows proposals for curricula changes to be submitted by faculty members, School Chairs or Deans for review and consideration by central administration management and the appropriate National Chair.

- **Faculty/In-Service Breakout Sessions**: Faculty in-service meetings can include a breakout session during which the School Chairs meet with faculty and have an open discussion regarding their respective programs of study. It is a systematic and continuous means by which faculty members are given the opportunity to discuss curriculum and recommend changes.
Informal Communication: Based upon input received from faculty members, School Chairs have the ability to forward feedback to the National Chairs for review. These vehicles are used to enhance the curriculum and pursue continuous improvement. Students and graduates, Advisory Committees and external consultants, curriculum committees, and employers of ITT Technical Institute students are given regular opportunities to help improve curriculum through relevant surveys and/or meetings. Additionally, National Chairs are involved in staying current in the discipline of instructional design through meetings and ongoing review of publications of professional education and training organizations. Consequently, textbooks and equipment are regularly updated to support new techniques and meet the ever-changing work environment.

Any recommendations that require a major curriculum change are presented for consideration and action to the National Curriculum Committee and executive management. Evaluating instructional design is an important part of the central administration's curriculum development function and improvements are regularly and aggressively pursued, keeping in mind the quality of the student's learning experience. Note that all necessary state and accreditation approvals are obtained in advance of any implementation of curriculum changes.

The specific Advisory Committees at this campus are made up of the following members of the community:

<table>
<thead>
<tr>
<th>School of Criminal Justice</th>
<th>Advisory Committee Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Current Employer</td>
</tr>
<tr>
<td>Wayne Rogilio</td>
<td>Baton Rouge Police Dept.</td>
</tr>
<tr>
<td></td>
<td>(former Chief of Police)</td>
</tr>
<tr>
<td>Keesha Anderson</td>
<td>LA Dept. of Juvenile Justice</td>
</tr>
<tr>
<td>Errol Taylor</td>
<td>Baton Rouge Fire Department</td>
</tr>
<tr>
<td>Ronald Haley</td>
<td>Haley &amp; Associates</td>
</tr>
<tr>
<td>Vernon Scott</td>
<td>Baton Rouge Constable's Office</td>
</tr>
<tr>
<td>Jessica Alleyne</td>
<td>CASA (Court Appointed Special Advocate) coordinator</td>
</tr>
<tr>
<td>Earl Wright</td>
<td>Louisiana Dept. of Justice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Drafting and Design</th>
<th>Advisory Committee Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Current Employer</td>
</tr>
<tr>
<td>Kyle Guillory</td>
<td>Duplantis Design Group</td>
</tr>
<tr>
<td>Paul Vidacovich</td>
<td>Pyburn &amp; Odom, Inc.</td>
</tr>
<tr>
<td>John Black</td>
<td>CDI Engineering Solutions</td>
</tr>
<tr>
<td>Jason Ribes</td>
<td>Weigh Tec</td>
</tr>
<tr>
<td>Chad Guidry</td>
<td>Vector Graphics</td>
</tr>
<tr>
<td>Brett Gauthier</td>
<td>Vector Graphics</td>
</tr>
<tr>
<td>Michael Roberts</td>
<td>Evans-Graves Engineers, Inc</td>
</tr>
<tr>
<td>Lawrence Corts</td>
<td>Architectural Glass &amp; Metal</td>
</tr>
<tr>
<td>Dale Delaville</td>
<td>Quality Testing</td>
</tr>
</tbody>
</table>
### School of Electronics Technology Advisory Committee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Employer</th>
<th>Years of Industry Related Experience</th>
<th>Highest Degree Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonya M. Crosby</td>
<td>Network USA</td>
<td>1+</td>
<td>Master</td>
</tr>
<tr>
<td>Randy Hymel</td>
<td>MD Technologies</td>
<td>2</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Wayne Dupre</td>
<td>Electrical Reliability Services</td>
<td>3</td>
<td>Master</td>
</tr>
<tr>
<td>Jeff Pellegrin</td>
<td>East Baton Parish School System</td>
<td>5</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Amy Jones</td>
<td>EATEL</td>
<td>11</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Harris Miller</td>
<td>Network Technology Group, Inc.</td>
<td>5+</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Gary Boudreaux</td>
<td>Espion International, Inc.</td>
<td>6</td>
<td>Master</td>
</tr>
<tr>
<td>Muralidhar</td>
<td>Louisiana State University</td>
<td>4</td>
<td>Bachelor</td>
</tr>
</tbody>
</table>

### School of Information Technology Advisory Committee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Employer</th>
<th>Years of Industry Related Experience</th>
<th>Highest Degree Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Lindsay</td>
<td>Barrister</td>
<td>1</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Clayton Mistretta</td>
<td>CRIF</td>
<td>1</td>
<td>Associate</td>
</tr>
<tr>
<td>Scott Morgan</td>
<td>Teknarus</td>
<td>10</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Devin Zito</td>
<td>Teknarus</td>
<td>12</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Mary Alice Olsan</td>
<td>IT by Design</td>
<td>4</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Eddie Budd</td>
<td>IT by Design</td>
<td>6</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Eric Prudhomme</td>
<td>Sparkhound</td>
<td>5</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Tom Allsup</td>
<td>Sparkhound</td>
<td>21</td>
<td>Master's</td>
</tr>
<tr>
<td>Grady Watts</td>
<td>Verma Designs</td>
<td>4</td>
<td>Associate</td>
</tr>
<tr>
<td>Summer Creasy</td>
<td>IES</td>
<td>9</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Amy Jones</td>
<td>East Baton Rouge Parish School System</td>
<td>10</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Matthew Spaur</td>
<td>East Baton Rouge Parish School System</td>
<td>5</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Sidney Bennett</td>
<td>TekSystems</td>
<td>2</td>
<td>Bachelor</td>
</tr>
</tbody>
</table>

### 5.9 How was the length of each program determined?

Program lengths are derived in the following manner:

- By cumulative credit hour requirements for the appropriate degree, as specified by ACICS and the state governing agency
- Through analysis of market research evaluation of the employment expectations in each of the disciplines
- By means of SMEs’ evaluation of the time needed to acquire the knowledge and skills of the field being taught
- Through analysis and evaluation of each program by the appropriate Advisory Committee
- By review of comparable programs at other postsecondary institutions

### 5.10 Do any programs include training by a third party? If so, please explain.
ITT Technical Institute, Baton Rouge

Not applicable. Third party training is not used in any ITT Technical Institute program.

5.11 Is licensure or other certification required for persons employed in any program areas offered? 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. Describe any applicable examinations and the institutions pass rate on each of these exams.

Not applicable for this campus: Certification/licensure is not a requirement for employment in the fields open to graduates.

5.12 How are appropriate course sequencing and prerequisites determined? How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Sequencing and prerequisites are determined with input from consultants with both industry and academic experience and through research regarding how programs at institutions similar to ITT Technical Institute sequence similar content. Curricula follow a logical progression from fundamentals to sophisticated applications. The prerequisites support and reflect the progressive nature of the coursework.

5.13 How is the need for curriculum changes determined? How are faculty members involved in curriculum evaluation and revision? What evidence shows that the institution utilizes follow-up studies of its graduates to assist in curriculum evaluation and revision?

To ensure that the campus is meeting the current needs of industry and business, programs are reviewed on a continual basis by the campus and central administration. Recommendations from the Advisory Committees (local industry experts), employers, staff, faculty, and students/graduates can start the process for a curriculum change. Each School Chair reviews any recommendations for curriculum change, and then submits such requests to the Dean and corresponding National Chair. National Curriculum Committees for each program may communicate curriculum recommendations as well. Each of the programs of study is evaluated through surveys with the faculty and applicable graduates. Recommendations for curriculum changes are considered by the central administration Academic Affairs department before implementation of any changes. If it is a major change, such as the elimination of an existing program or the implementation of a new program, a marketing study is conducted by the central administration before action is taken.

Actual curricula decision-making, including curriculum authoring and resource materials selection, is performed at the central administration, under the direct supervision of the Chief Academic Officer (CAO).

The central administration Academic Affairs and Curriculum departments maintain appropriate files that document the utilization of surveys (e.g., graduates) and studies in the curriculum evaluation and revision processes. Additionally, all necessary state approvals and accrediting council approvals are obtained in advance of any significant curriculum change.

5.14 What curriculum changes have been made during the last three years? What changes are contemplated for the next three years?

As part of the ongoing efforts to revise, update and enhance programs, a number of changes were made in the past three years. These changes are a result of working closely with the National Curriculum
Committees and taking into account the valuable feedback received from faculty, Advisory Committees at each campus, SMEs in the field, students, and current and potential employers.

Summary of Curriculum Changes

<table>
<thead>
<tr>
<th>Curriculum Type</th>
<th>Change Implemented</th>
<th>Basis for Change</th>
<th>Year Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Basic</td>
<td>Replaced TB150 Computing and Productivity Software with TB143 Introduction to Personal Computers in the Criminal Justice programs</td>
<td>Provides hands-on computer componentry</td>
<td>2008</td>
</tr>
<tr>
<td>General Education</td>
<td>Reclassification of two general education courses, GE184 Problem Solving and GE265 Ethics in Society</td>
<td>To respond to feedback provided</td>
<td>2008</td>
</tr>
<tr>
<td>General Education</td>
<td>Replace GE273 Microeconomics with GE375 Psychology</td>
<td>Program need for Criminal Justice</td>
<td>2009</td>
</tr>
<tr>
<td>General Education</td>
<td>Replace EG453 Political Issues and the Economy with EG452 Economics and Change</td>
<td>Aid students continuing to a bachelor program who may not otherwise take an economics course</td>
<td>2011</td>
</tr>
<tr>
<td>General Education</td>
<td>Replace GE172 State and Local Government with GE175 American Government</td>
<td>To respond to feedback provided</td>
<td>2011</td>
</tr>
</tbody>
</table>

School of Business

<table>
<thead>
<tr>
<th>Change Implemented</th>
<th>Basis for Change</th>
<th>Year Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replaced four courses in the Technical Project Management program</td>
<td>To satisfy recommendations published by the Project Management Institute</td>
<td>2008</td>
</tr>
<tr>
<td>Add GE217 Composition II or equivalent as a prerequisite BU222 Business Law and Regulation</td>
<td>Program enhancement</td>
<td>2009</td>
</tr>
</tbody>
</table>

School of Criminal Justice

<table>
<thead>
<tr>
<th>Change Implemented</th>
<th>Basis for Change</th>
<th>Year Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replaced CJ438 Special Topics and Final Project (project based) with CJ475 Bachelor's Thesis (thesis based) in the bachelor degree Criminal Justice programs</td>
<td>To respond to feedback that the programs needed more emphasis on leadership and management</td>
<td>2008</td>
</tr>
<tr>
<td>Remove CJ121 Courts and the Criminal Justice System with CJ123 Criminal Law</td>
<td>Program enhancement</td>
<td>2009</td>
</tr>
<tr>
<td>Replace CJ263 Emergency Procedures with CJ299 Criminal Justice Capstone Project</td>
<td>Program enhancement</td>
<td>2009</td>
</tr>
<tr>
<td>Added a prerequisite to CJ312 Correctional Operation and Administration</td>
<td>To better address required skills to complete the course</td>
<td>2009</td>
</tr>
<tr>
<td>School of Drafting and Design</td>
<td>Change Implemented</td>
<td>Basis for Change</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Addion of the CJ270 Externship course at specific locations</td>
<td>Program enhancement</td>
</tr>
<tr>
<td></td>
<td>Replace GD370 Level Design I and GD420 Level Design II with GD345 C++ Programming</td>
<td>As the Information Technology-Multimedia program is phased out, Visual Communications program becomes the feeder program to Digital Entertainment and Game Design; these changes accommodate that</td>
</tr>
<tr>
<td></td>
<td>Replace CD260 Digital Information Management with CD245 Sustainable Design</td>
<td>Program enhancement</td>
</tr>
<tr>
<td></td>
<td>Remove CM360 Construction Management Information Systems with CM490 Capstone Project</td>
<td>Program enhancement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Electronics Technology</th>
<th>Change Implemented</th>
<th>Basis for Change</th>
<th>Year Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Replaced ET127 PC Technology in the Computer and Electronics Engineering Technology program with ET365 Computer and Electronics Capstone Project</td>
<td>To provide a capstone course that demonstrate essential fundamental principles of the program</td>
<td>2008</td>
</tr>
<tr>
<td></td>
<td>Replace ET225 Networking Concepts with IT220 Network Standards and Protocols in the Computer and Electronics Engineering Technology program</td>
<td>Response to advancing technologies</td>
<td>2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Information Technology</th>
<th>Change Implemented</th>
<th>Basis for Change</th>
<th>Year Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Information Security Systems program: remove IS311, IS312 and IS314</td>
<td>Redundant courses; also, credits reduced to be consistent with other bachelor programs that are part of a two plus two program.</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>Replace IT103 Operating Systems with IT255 Introduction to Information Systems Security</td>
<td>Program Enhancement</td>
<td>2010</td>
</tr>
</tbody>
</table>

5.15 How does the institution determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities? How does the institution monitor the number of contact hours completed for each course?

Currently courses are offered on a 10:1 clock-to-credit hour conversion ratio for lecture hour, 20:1 clock-to-credit hour conversion ratio for laboratory hours and 30:1 clock-to-credit hour conversion ratio for practicum (externship) hours. Most core courses are either four credits or four and a half quarter credit hours consisting of a minimum of 30 hours of lecture and 20 hours of lab or 34 hours of lecture and 22 hours of laboratory respectively of instruction each quarter. General Education courses are four or four
ITT Technical Institute, Baton Rouge

and a half quarter credit hours and meet for a minimum of 40 or 45 contact hours respectively during a quarter when taught in residence. Currently, only the Criminology and Forensics Technology, Criminal Justice, Health Information Technology, Nursing, Paralegal, and Paralegal Studies programs contain a practicum/externship component.

The National Chair determines the allocation based on state requirements, ACICS Criteria and:

- Thorough analysis of the central administration market research evaluation of the employment expectations in each of the disciplines.
- By means of SMEs recommending the time needed to acquire the knowledge and skills of the field being studied.
- By cumulative credit hour requirements for the appropriate degree, as specified by state and/or accreditation agencies.

The number of contact hours for each course, including how the hours are allocated, is provided to faculty and Academic Affairs department administration in the curriculum documentation, which is part of an Implementation Guide prepared for each program. The Dean, with assistance from the Associate Deans and School Chairs, monitors the implementation of each program. The course objectives are planned to ensure that the stated contact/credit hours are fulfilled through its lecture and laboratory activities. The institution monitors the accomplishment of the stated contact hours through its standard evaluation process which includes but is not limited to strict attendance procedures. Attendance is taken daily and recorded on a computerized system. Absenteeism is monitored and students must meet attendance requirements or face disciplinary action as outlined in the current catalog.

5.16 How does the institution determine the appropriate scheduling of classes in relationship to the needs of the students?

A commercially-available scheduling software, Ad Astra, is used to analyze the student body's course needs, and then to schedule those courses into days, times, and rooms based upon student preferences (e.g., time of day, etc.). The scheduling software includes prerequisite and corequisite checking algorithms. Effort is made to keep students enrolled in the desired number of courses and in a timeframe that allows students to complete their program of study on a timely basis. The campus makes use of the "zero student conflict" feature found in the scheduling software to ensure that students are not enrolled in day-conflicting courses.

To accommodate varying student needs, classes may be offered in morning, afternoon, and evening sessions, although all programs and courses may not be available during each session each quarter. A student requesting to attend a class on a different day or at a different time is generally accommodated if the class he/she needs is available on the day/time he/she wish to attend school. Course prerequisites are maintained in the scheduling of classes. Having different sessions throughout the day offers students the opportunity to pursue educational and career objectives, and meet other requirements of daily living.

5.17 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

The Baton Rouge campus consists of 21,800 square feet. The facility contains seven laboratories and five theory rooms, a remodeled student lounge, an LRC, faculty work area, employee break area, and administrative offices. The facility was built and first occupied in 2009. The campus constantly evaluates space needs in the event that the census dictates the seeking of appropriate approvals to move ahead in an expansion effort.
Students at the campus learn in a clean, environmentally comfortable, well lighted, safe, and educationally appropriate atmosphere. Classrooms and labs have adequate space with up-to-date equipment. The laboratory settings, along with the equipment used, help prepare the students for a smooth transition from school to work.

The facility is monitored daily for needed maintenance and equipment repair. The campus employs a System Support Technician to ensure equipment is functional for students', instructors', and administrators' needs. Classroom furniture and equipment are upgraded and replaced when appropriate. The resources available to the students contribute greatly to their learning experience and sense of community. Classrooms encourage educational interaction with peers and other available resources such as the LRC and student lounge provide positive environments that encourage success.

Computer equipment is the backbone of a high-tech postsecondary higher education program. The campus has a high percentage of computers assigned for student use, including multiple computers in the LRC. Classroom instruction is enhanced by the amount, appropriateness, and modernity of the computer equipment at this campus. Classroom computer equipment is upgraded every three years as part of a standard refresh.

Specific acquisitions and upgrades include:

- Purchased additional hardware for computers utilized in the Introduction to Personal Computers course;
- All theory and lab rooms have LCD projectors with DVD playing capabilities;
- Delegated a theory room for the Criminal Justice program housing a fuming hood, AFIS system, microscopes, etc;
- Purchased new furniture to enhance and expand the student break area.

5.18 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

Each curriculum has a National Chair who analyzes technical advancements and other matters of importance for the specific program assigned. He/she is an industry expert who is responsible for evaluating and recommending procedures, materials, and changes to the Curriculum Committees that advise the CAO in program related decision-making. Input is also received and reviewed as appropriate from interested academic affairs and career services managers/specialists at the central administration and local campus, faculty, staff, and Industry Advisory Committees. Materials are also evaluated by the students, both informally and through the formal survey processes. Issues emanating from the daily usage and resultant surveys are discussed and appropriately shared with other local and central administration level entities.

Instructional procedures are codified by central administration personnel and uniformly implemented by all campuses. Many procedures are directly related to U.S. Department of Education (DOE) and ACICS regulatory compliance requirements. Changes in DOE regulations and ACICS Criteria will trigger immediate changes in relevant procedures. Other procedures, that are not regulatory mandated, are evaluated by faculty and staff for effectiveness. Concerns and ideas for improvements are articulated and discussed at the local campus level and, if warranted, at the central administration's level with the various interested offices.

The analysis of program materials and procedures is ongoing throughout the academic year. All significant concerns regarding the effectiveness of program materials and procedures are reviewed and
acted upon by the central administration's officials identified herein. Any change that may emanate from such activities is uniformly implemented throughout the campuses. The requirement of implementation uniformity helps produce more effective decision-making in such matters.

5.19 Describe how the institution ensures that students have access to appropriate learning materials, e.g., textbooks, laboratory equipment.

The campus and LRC maintain an inventory of appropriate textbooks and supplies to ensure that each student has access to appropriate educational materials.

Each student is issued the required textbooks and educational materials by their faculty during the first class meeting to ensure that he/she has access to the learning materials identified in the curriculum. Classes are limited in size to ensure that each theory classroom and each laboratory classroom has sufficient equipment to allow each student appropriate access to equipment identified in the curriculum.

Additionally, the LRC and Virtual Library provide access to many other learning resource materials, including computers.

5.20 Describe how the institution ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

The central administration has established national vendor accounts such as Microsoft and AutoDesk. These relationships are either corporate agreements or education agreements, which preclude the individual campuses maintaining copies of individual licenses.

Licenses retained at the campus are those related to individual campus PCs and software acquired by the campus for a specific application.

All campuses are governed by a standing policy regarding computer licenses (i.e., LE 2.0) and are audited annually to ensure compliance. At the campus level, continual review of PCs is undertaken to ensure students have not loaded unauthorized software. A standardized hard-drive image, developed by the central administration for the academic lab computers, is regularly broadcast to all workstations on the network. This keeps each workstation's configuration consistent with the rest of the campus, ensuring that all workstations are using legally licensed software, while purging any unauthorized items that may have been introduced by students.

The copyright policy is discussed in the Employee Handbook. The copyright policy is posted at strategic locations at the school.

5.21 Who is responsible for faculty orientation? Describe the orientation of the faculty to the institution.

New faculty orientation is a joint process between the headquarters and local Academic Affairs administration and each new faculty member.

The Dean and the Associate Dean are responsible for the new faculty orientation process at the local campus. After faculty members are hired, they participate in a new faculty orientation session. This training session includes learning central administration policies and procedures, preparation for and receiving support materials including a new instructor manual consisting of the Faculty Manual, policies and procedures, a copy of the Student Handbook, both the Pinnacle and IRIS Manuals, and general class management and teaching methodologies information. The System Support Technician is responsible for setting-up the logins and passwords for all new employees, including faculty.
Newly-hired faculty members are also required to complete the New Faculty Orientation Workshop provided by the central administration as part of the new faculty training program. The workshop appears as an e-Campus “course” in the New Faculty Training curriculum on the employee portal. The Orientation Workshop includes multiple e-Campus courses related to teaching pedagogies and is designed to reinforce the campus’ commitment that faculty prepare to teach, care about students and engage students in their classrooms.

5.22 How does the administration determine the qualifications of a faculty member to teach a particular course? Describe qualifications of non-degreed teachers for the subjects they teach. How are the qualifications documented?

The campus strives to offer its students outstanding quality of instruction and customer service in every class offered. The qualifications for faculty are set by central administration policy, taking into account the requirements of ACICS and the state. In addition to minimum educational requirements, each faculty member must have the requisite academic preparation and/or related experience to appropriately teach assigned courses, and possess a demonstrated desire and aptitude to help and teach students pursuing career dreams and objectives.

All core faculty have a minimum of a baccalaureate degree with at least 15 coursework hours in the assigned area of teaching or appropriate certifications and/or work experience; all general education faculty have a minimum of a master’s degree with 18 semester (graduate) credits in the field of educational assignments.

Evaluations of faculty to teach assigned courses are conducted by the Academic Affairs administration (i.e., the Dean and/or the Associate Dean and the respective School Chair). Teaching assignments are made after the respective Academic Affairs administrator completes a thorough review of the faculty’s college transcripts, related work and teaching history, and teaching personnel file (including student surveys and formal classroom evaluations if available). Faculty qualifications are documented in the appropriate files at the campus.

5.23 Describe the institution’s procedure for collecting official transcripts for faculty members. If there are faculty members whose official transcripts (those which bear the seal of the institution) are not on file, document what efforts are being made to obtain them.

An in-depth background check is performed on new faculty hired to ensure all work history and education is accurate. After applicants are hired, campus administration request original, official transcripts directly from all institutions attended. Follow-up to these requests is performed, if needed, in order to secure the transcripts within 30 days of hire. Additionally, periodic review by the central administration to ensure original transcripts are secured is performed.

The original, official faculty transcripts are maintained in the faculty’s file along with any evaluation(s) of foreign credentials by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE).

5.24 In what ways does the institution evaluate instruction? What is done to promote better teaching?

New faculty are evaluated a minimum of three times in their first quarter of instruction by the School Chair, Associate Dean and/or the Dean. Existing faculty members employed less than one year are
observed once per term and faculty members employed more than one year are evaluated twice per year. These evaluations may take place in the classroom or the lab and may be announced or unannounced.

After each staff evaluation, the evaluator meets with the faculty member to review the evaluation. If problems are identified, specific recommendations are made to help eliminate the deficiencies and a timetable for improvement is established. Typically, these actions will be included in the Faculty Development Plan. A follow up evaluation is scheduled based on the timetable. The faculty member is given the opportunity to provide his/her own comments on the evaluation instrument.

Any deficiencies in faculty performance are typically evident through either staff or student evaluations. Faculty are also evaluated by their students each quarter as a part of the Student Course Evaluation. The School Chairs, Dean, and Associate Deans review student critiques quarterly to determine if there are common student concerns regarding any aspect of the educational program. Issues are appropriately discussed with the faculty involved and plans of action are developed to address problems as needed.

Better teaching is promoted through recommendations and plans of action developed through the assessment mechanisms noted above, research conducted by the Academic Affairs managers, and the consultative activities conducted with other central administration and campus based educational officials. Ongoing instructional improvement is facilitated through professional development activities as documented on individual faculty development plans. These include the opportunity for four faculty inservice training sessions per year, e-Campus opportunities, faculty meetings, program specific meetings, and specific activities for unique needs. The formal in-service training sessions are scheduled when classes are not in session to ensure maximum participation. Topics vary, but generally are determined according to identified training needs, new trends in education and emerging technologies in presentation methods.

5.25 Is there a faculty development plan on file for each member of the faculty? How are the activities on the plan determined? How is the plan implemented? How often is the plan reviewed?

A faculty development plan is created for each faculty member and maintained in his/her file in the Academic Affairs department. The development plan is the product of several areas of review:

- Academic Affairs staff review the transcripts, prior teaching experience, student survey results, formal classroom observations, and completion of previous development plans to determine probable strengths or weaknesses in the area of teaching and classroom management.
- The School Chair provides input on technical training goals for the faculty member.
- The faculty member identifies instructional and/or technical areas of opportunity for which he/she would like to receive training.

The Academic Affairs staff and the faculty member meet annually to discuss the compiled information and arrive at a mutually agreed upon plan for the next 12 months. Progress is monitored on a quarterly basis by Academic Affairs staff and may be adjusted to meet new needs/development opportunities. The plan includes specific training activities the faculty member should and would like to complete, including target completion dates. Responsibility for ensuring that each faculty member fully implements his/her development plan rests with the Academic Affairs department.

5.26 Describe how the institution ensures that all faculty complete development plans. How are the activities documented by the institution?
The Academic Affairs staff and the faculty member meet annually, typically in the second quarter of the year, to discuss the information for the faculty member's development plan and arrive at a mutually agreed upon development plan for the next 12 months. Progress is monitored on a quarterly basis by Academic Affairs staff and may be adjusted to meet new needs/development opportunities.

Completed professional development activities must be documented with a completion certificate, diploma, transcript or some other formal type of documentation. Faculty members not making sufficient progress on their development plans are redirected and encouraged accordingly. Failure to complete the development plan satisfactorily can have a negative impact on the individual and his/her future with the organization.

The faculty development plan with support documentation is on file for each faculty member in the Academic Affairs department. Responsibility for ensuring that each faculty member fully implements and documents his/her development plan rests with the Academic Affairs department.

5.27 Describe the institution's program of in-service training for the improvement of instruction and curriculum. List the schedule for the next 12 months.

In-service training programs are held on a quarterly basis at the campus. These training sessions focus on instructional improvement. Following are the topics for the 12-month period beginning in the summer of 2011:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Quarter 2011</td>
<td>&quot;STUDENT ADVISING - RESPONSIBILITIES OF THE INSTRUCTOR&quot;</td>
</tr>
<tr>
<td>Fall Quarter 2011</td>
<td>&quot;E-CAMPUS - COMPLIANCE - ENROLLING &amp; COMPLETING COURSES&quot;</td>
</tr>
<tr>
<td>Winter Quarter 2011/2012</td>
<td>&quot;THE IMPORTANCE OF GENERAL EDUCATION COURSES&quot;</td>
</tr>
<tr>
<td>Spring Quarter 2012</td>
<td>&quot;UTILIZING OUTSIDE RESOURCES IN THE CLASSROOM&quot;</td>
</tr>
</tbody>
</table>

5.28 Describe how the administration documents professional growth for full- and part-time faculty members.

The campus requires that each faculty member, both full-time and part-time, implement a formal professional development plan pursuant to discussions with Academic Affairs managers and review of management teaching evaluations and student critiques (see prior comments).

Completed professional development activities must be documented with a completion certificate, diploma, transcript or some other formal type of documentation. As part of the professional development plan, each faculty member must participate in the campus' in-service training programs and is encouraged to attend monthly faculty meetings. Sign-in sheets are maintained to document attendance at these meetings. E-Campus courses are also part of the professional development of each instructor and completion certificates as well as electronic records of these completed courses are maintained for each instructor. Continuing education and/or concurrent work experience also constitute a significant part of many faculty members' development plan and formal documentation is secured to validate these activities.
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Other significant development activities include active memberships in professional organizations and workshops and seminars relative to the faculty member's area of expertise. These completed activities also require formal documentation in each faculty file.

All faculty development plans with support documentation are on file in the Academic Affairs department. Responsibility for ensuring that each faculty member fully implements and documents his/her development plan rests within the Academic Affairs department.

### 5.29 Describe the frequency, content and documentation of faculty meetings.

The campus generally uses two types of faculty meetings: campus meetings and departmental meetings. All meetings are intended to be informative discussion sessions aimed at reinforcing campus policies and procedures, improving teaching skills, and/or interdepartmental communication. Meeting attendance and content are documented with an agenda and formal minutes with sign-in sheets. The Academic Affairs department maintains copies of all faculty meeting documentation.

#### Campus Faculty Meetings

The campus faculty meetings are held on a quarterly basis. The main subjects of the meetings are retention, curriculum delivery, classroom management, compliance and/or requested topics in the area of teaching methodology that are of interest or concern to the faculty as a whole.

#### Departmental Faculty Meetings

The departmental faculty meetings are held weekly and are supervised by the appropriate School Chair. These meetings focus on issues directly related to the specific program and/or course. Documentation, available agendas and minutes with sign-ins, of these departmental meetings are maintained in the Academic Affairs department.

### 5.30 Describe the institution's plans for ongoing improvement in curriculum and faculty.

Curriculum and faculty improvement are an ongoing processes. A formal professional development plan is required annually by both full-time and adjunct faculty. Furthermore, all full-time personnel are encouraged to participate in the campus' tuition reimbursement program, and faculty members may be sponsored to attend appropriate professional seminars when such opportunities are convenient.

The Academic Affairs staff perform faculty evaluations and review quarterly class evaluations with each faculty member. Areas of concern are discussed, guidance is given, and improvement plans of action are implemented. Additionally, faculty members are encouraged to learn from their supervisors, peers, and other persons with recognized expertise through various faculty meetings and training opportunities. Each step is designed to improve the overall instructional performance for the betterment of students.

For curriculum improvement, input is received from faculty, students, graduates, employers of graduates, local Advisory Committees, National Chairs, Curriculum Committees, and outside consultants hired by the central administration's office.

The expectation that faculty members participate in recommending improvements to curriculum design is expressly stated in the job description for instructors. As stated previously in section 5.8, each faculty member has the following means available for communication on curriculum improvement: informal communication, Curriculum Committees, attendance at Advisory Committee meetings, formal procedures for curriculum change and in-service breakout sessions.
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These vehicles are used to enhance the curriculum and pursue continuous improvement. Students and graduates, Advisory Committees and external consultants, curriculum committees, and employers of ITT Technical Institute students are given regular opportunities to help improve curriculum through relevant surveys and/or meetings. Additionally, National Chairs are involved in staying current in the discipline of instructional design through meetings and ongoing review of publications of professional education and training organizations. Consequently, textbooks and equipment are regularly updated to support new techniques and meet the ever-changing work environment.

Any recommendations that require a major curriculum change are presented for consideration and action to the National Curriculum Committee and executive management. Evaluating instructional design is an important part of the central administration's curriculum development function and improvements are regularly and aggressively pursued, keeping in mind the quality of the student's learning experience. Note that all necessary state and accreditation approvals are obtained in advance of any implementation of curriculum changes.

5.31 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the institution?

Instructors are considered full-time employees when they are regularly scheduled to teach between 22-30 contact hours per week and are assigned additional duties such as tutoring, supervising the LRC, participating on a committee or other similar duties. The average assignment does not exceed three fields of instruction.

Adjunct instructors are hired to teach on a quarter-to-quarter basis. In general, adjunct instructors are not scheduled to teach more than 19 contact hours per week during an academic quarter and do not teach more than five courses in a quarter. The average assignment does not exceed three fields of instruction.

5.32 What is the overall student-teacher ratio at the institution?

As of July 2011, the student-teacher ratio is 14:1.

5.33 Describe how the general education courses offered by the institution contribute to the development of the student. Cite examples.

General education courses were developed to ensure a broad-based immersion into each area as the student advances through their program of study. The cumulative impact of all general education courses on the student is an outcome that enhances the student's critical thinking, communication (written and oral), and teamwork skills and capabilities.

Numerous resources were utilized to determine the courses chosen for the general education component of the curricula. The central administration's Curriculum department staff examined regional accrediting association and professional accrediting board standards to determine the scope and intent of the general education courses.

Based on occupational standards reports, alumni surveys, and recommendations from the Advisory Committees and National Curriculum Committees, the following general education areas were selected: mathematics, humanities, composition, natural sciences, and social sciences. The selected areas ensure a broad-based general education component of each program of study and meet state and ACICS requirements for general education. The current catalog lists all the available general education courses covering these specific education areas.
5.34 Describe how part-time faculty are utilized by the institution. What percentage of the faculty is part-time? Describe the procedures for evaluation and monitoring of part-time faculty.

Over 50% of the faculty at the campus are considered adjunct (part-time) faculty. This percentage fluctuates from quarter to quarter depending on what courses are offered. Depending on the need, core adjunct faculty are employed as a means to imbue the technical programs with up-to-date, real world expertise and experience. This enhances the learning environment for the students.

Procedures for the evaluation and monitoring of adjunct faculty are the same as those for full-time instructors. New faculty are evaluated a minimum of three times in their first quarter of instruction by the School Chair, Associate Dean, and/or the Dean. Existing faculty members employed less than one year are observed once per term and faculty members employed more than one year are evaluated twice per year. These evaluations may take place in the classroom or the lab and may be announced or unannounced. Responsibility for ensuring that each faculty member is evaluated and monitored rests with the Academic Affairs department.

5.35 What percent of those subjects which are part of academic associate’s, bachelors, and/or master’s degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria? Describe the institution’s efforts to recruit and retain qualified faculty members.

All core faculty have a minimum of a baccalaureate degree with at least 15 coursework hours in the assigned area of teaching or appropriate certifications and/or work experience. All general education faculty members have at least a master’s degree and 15 hours in their teaching discipline (those hired after April 2009 must have 18 hours of graduate coursework in their teaching discipline).

The following chart summarizes the total degrees by type and percentages for both full-time and adjunct (part-time) faculty at the campus as of July 2011:

<table>
<thead>
<tr>
<th>Number of faculty members:</th>
<th>%</th>
<th>9 FT</th>
<th>47 PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number who hold the bachelor’s degree:</td>
<td>44.6%</td>
<td>4 FT</td>
<td>21 PT</td>
</tr>
<tr>
<td>Number who hold the master’s degree:</td>
<td>35.7%</td>
<td>3 FT</td>
<td>17 PT</td>
</tr>
<tr>
<td>Number who hold the doctorate degree:</td>
<td>19.6%</td>
<td>2 FT</td>
<td>9 PT</td>
</tr>
</tbody>
</table>

The campus seeks to recruit and retain highly qualified faculty for all programs and subject courses by offering highly competitive compensation packages and by creating a stimulating and supportive work environment. The campus recruits faculty via several means. These include:

- Networking contacts through faculty, other ITT Technical Institute campuses, staff, Advisory Committee members, professional associations, graduates, and personal contacts
- World Wide Web sites devoted to employment opportunities
- Newspaper advertisements
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5.36 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?

Official transcripts for each faculty member are on file at the campus. Areas of specific qualifications are typically recorded on Data Sheets for faculty and staff members. Related experience is similarly recorded on these documents and is supported by third party documentation.

6. EDUCATIONAL FACILITIES

6.1 Provide an assessment of how the institution’s buildings, classrooms, equipment, furniture, and surroundings meet the needs of an institution of its size and type. Is the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

The campus consists of 21,800 square feet, which contain theory classrooms, laboratories, administrative offices, library, and bookstore. The facility has a capacity for 800 students and staff. The institution has not exceeded this size. Ample parking is available for students, staff, and visitors. The facility is in compliance with the ADA as well as other federal, state, and local ordinances and regulations, including those relating to safety and health.

The facility contains working environments for Finance, Recruitment, Career Services and Academic Affairs; a student lounge, employee lounge, testing rooms, and conference rooms are also available. The main student areas are comprised of electronics labs, computer labs, theory classrooms, and the LRC. Textbooks are included in the price of tuition and students have access to computers in the LRC throughout the day.

Facility and equipment maintenance is performed pursuant to appropriate schedules and on-demand as needed. The facility is clean and environmentally pleasing; the equipment is maintained pursuant to a priority response policy.

6.2 How do the physical plant and equipment support the educational programs of the institution?

Classrooms and laboratories are well lit and comfortable. The facilities are organized to promote a positive learning environment. The labs are equipped with sufficient equipment to allow students ample experiential learning. Equipment is kept in good working condition and upgrades are purchased as technology advances. Every effort is made to provide equipment that represents the industry standards for an entry-level position. The environment is designed to promote a friendly supportive place to work and learn.

6.3 Describe any plans to improve the physical plant and equipment.

The campus continues to evaluate and make changes at a campus level that creates a sense of community and comfort to our growing customer-base and employees. The campus is continually monitoring space needs and as it introduces new programs of study, classroom and laboratory facilities will be added and/or reconfigured as needed to support the anticipated growth in student population.

The campus moved to its current facility in 2009. Facility and equipment maintenance is performed pursuant to appropriate schedules and on-demand as needed. The facility is clean and environmentally
pleasing. The equipment, whether physical plant or operational related, is maintained pursuant to a priority response policy.

The campus recently completed a major annual refresh of new computers as part of our continual process to upgrade existing systems with Dell. Additionally, computers and program-specific equipment are purchased and/or replaced as necessary to support all current programs and any subsequent new programs as they are implemented. Also, new computer hardware is installed in all classrooms and labs every three years before the Summer quarter begins. The next scheduled refresh for the campus is in 2012.

7. PUBLICATIONS

7.1 Describe how the catalog reflects the institution's educational programs, operation, and services. How often is the catalog published?

The catalog is an informative document that is designed to provide prospective students and their parents and/or other interested persons with pertinent information about the campus policies and programs.

Each program of study is presented by providing objectives, career opportunities, course outlines, and course descriptions. Special attention is taken to assure that the reader can understand the nature and scope of each program of study. The administrative section covers admission criteria, grading, attendance requirements, transfer of credit, grievance procedure, and other basic policies and procedures.

The financial assistance section describes the various financial aid programs available to qualifying students. The student services section provides important information regarding the assistance offered to students seeking part-time jobs while in school and full-time career related employment upon graduation. Other important information regarding the campus, faculty, administration, and Advisory Committees is also provided.

The catalog is scheduled for yearly publication or more frequently if changes dictate republication.

7.2 How does the institution ensure that all enrolled students receive a copy of the institutional catalog? What other publications are provided to enrolled students?

All enrolled students execute an enrollment agreement wherein they specifically acknowledge that they have received a copy of the current campus catalog. During the interview with the applicants prior to the enrollment, the representatives introduce and discuss the campus catalog. The campus catalog is further reviewed and referenced in the institution's orientation activities with students, and with re-entered students as part of their formal re-enrollment and financial aid processing. The campus is confident, by virtue of all of these activities, that each enrolled student has received the campus catalog.

Enrolled students are also provided a copy of the Student Handbook on the first day of class. "Funding Education Beyond High School: The Guide to Federal Student Aid 2011/2012," an important financial aid publication from the U.S. Department of Education, is made available to all students who apply for federal financial aid.

7.3 Describe the institution's advertising and promotional literature.

Catalogs are provided electronically to prospective students and are available on the ITT Technical Institute website. Students who have their education interrupted and drop from campus have a new
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catalog made available to them upon re-entering the campus. Campus policies and procedures are explained during special student orientation sessions, which are scheduled prior to the start of actual classes. The catalogs detail the mission and philosophy of the organization as well as give a detailed description of the programs and administration of the individual campus. This includes admission procedures, academic policies, student calendar and general campus information. Significant policies are reinforced with students from time to time throughout the academic year.

To generate interest among potential students, the central administration engages in a broad range of activities to inform potential students and their parents about ITT Technical Institute and the programs offered.

Each campus' advertising is generally comprised of broadcast, direct mail, company Web site, and yellow page directory activities. Links to the company Web site may also be placed on other Web sites that are owned by third parties. The school website, http://www.itt-tech.edu, provides information on the central administration, campus locations, programs, and admissions, and allows prospective students to schedule a campus visit, request a brochure, or apply online.

The messages in all media are consistent in that they suggest that ITT Technical Institute should be considered for career-oriented education. Broadcast radio and television may use a graduate testimonial, a slice-of-life dramatization or a didactic approach. The direct mail is a simple letter that explains the practical nature of the programs.

Central administration-sponsored television advertising is centrally coordinated and developed. Television advertising is directed at a combination of both the national market and the local markets in which each campus is located. The television commercials generally include a toll free telephone number for direct responses and information about the location of ITT Technical Institutes in the area. Direct responses to television advertising are centrally received, tracked, and promptly forwarded to the appropriate campus. Responses to direct mail campaigns, targeted at high school students and other potential postsecondary education students, are also centrally received, tracked, and forwarded to the appropriate location.

7.4 Describe any plans for changes in publications.

The central administration will continue to review catalog content and format in order to comply with future changes mandated by state and accrediting council requirements. Publications will also be changed as new programs are introduced.

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. How does the catalog explain the course numbering system?

Prerequisites for each course, if applicable, are listed with the course description for each course. Course descriptions are found in the pages immediately following the program outlines; a description of the course numbering system follows the course description section in the catalog. The prefix of a course designated for each program of study stands for the type of course.

Courses numbers beginning with a one or two are lower division courses. Courses beginning with a three or four are usually upper division courses. Refer to the program outline for a listing of required courses.
7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

Each program outline includes a list of general education courses, which include courses in the humanities, composition, mathematics, the sciences, and the social sciences. The course descriptions identify the general education category pertaining to each general education course and provide a brief description of the course.

7.7 Describe the campus’ published performance information concerning student achievement.

Performance information (part of a federal disclosure) with respect to each program of study offered by the entire institution (i.e., a combination of the ITT Technical Institute main campus and all of its additional locations, as specified) includes, in part, the following information:

**On-Time Graduation Rate** – The on-time graduation rate for students who completed the program of study during the federal award year that began on July 1, 2010 and ended June 30, 2011 (“Award Year”). The rate is calculated by dividing the number of students who completed the program of study within the Normal Time (as defined below) during the Award Year by the total number of students who completed the program during the Award Year. “Normal Time” for:

(i) an associate degree program of study is either 7, 8 or 9 consecutive academic quarters depending on the program;
(ii) a bachelor degree program of study is either 14 or 15 consecutive academic quarters depending on the program; and
(iii) a master’s degree program of study is either 6 or 7 consecutive academic quarters depending on the program.

The Normal Time is not affected by any credits that a student may transfer into, or test out of, his or her program of study. The Normal Time of a new program of study to which a student transfers at the institution begins on the date that the student began attending the program of study at the institution from which he or she transferred.

**Placement Rate** – The placement rate for students who completed a program of study at ITT Technical Institute between July 1 of a designated year and June 30 of the following year (“Placement Year”). The placement rate is calculated based on the methodology required by the Accrediting Council for Independent Colleges and Schools, which is ITT Technical Institute’s accrediting agency. To calculate the placement rate, the total number of student who completed the program of study within the Placement Year and obtained employment by September 15th following the end of the Placement Year in a position that requires a direct or indirect use of skills taught in the program of study is divided by the total number of students who completed the program of study within the Placement Year, less those students who were unavailable for placement. Employment includes positions obtained prior to enrolling in the program of study, while enrolled in the program of study or after completing the program of study. Completers of the program of study who were unavailable for placement include those students who:

- were pregnant, died or suffered other health-related conditions that prevented them from working;
- continued their education;
- were engaged in active U.S. military service;
- moved out of the United States with a spouse or parent who was engaged in active military service; and
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- possessed visas that did not permit them to work in the United States following completion.

The employment obtained by the students who completed the program is based on information reported to ITT Technical Institute by the students or their employers.

Other performance information provided to students includes a completion rate and a retention rate. These rates are described below:

The completion rate currently represents the percentage of the total number of Full-Time Students who (a) started any program of study in the Fall quarter of 2005 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, 2005 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”).

The retention rate currently 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 2009 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, 2009 and October 15, 2010 (the “Retention Period”).

7.7.1 Where is the campus performance achievement information published?

The complete disclosures referenced under 7.7 can be found in the Appendices section of the Student Handbook. This Student Handbook is readily available on the college’s website. Additionally, the Program of Study Information Federal Disclosure is also housed on the website as a stand-alone document.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

8.1 to 8.20 are Not Applicable

8.21 Describe the qualifications of the professionally trained individual to oversee the library. How does the individual maintain his/her professional awareness?

The central administration has developed an innovative and responsive system to fulfill its vision of providing library resources and services to support campus curricula, to meet the increasing demands for “anytime, anywhere access” and to guide the development of information literacy skills in its students. At the central administration, the National Librarian plans, coordinates, and manages centralized library resources and services. At the campus level, the Dean oversees the LRC and its staff.

Kathryn Closter, central administration National Librarian, holds a Master of Library Science degree from Indiana University. She has 22 years of professional library experience, specializing in reference services, online searching, and electronic resources, with fifteen years of library management experience. She is a member of the American Library Association, the Library and Information Technology Association, Special Libraries Association, Indiana Library Federation and the Midwest Collaborative for Library Services. Ms. Closter's professional awareness is maintained by attendance at national, state and local conferences, subscription to professional journals, participation in library discussion forums and research conducted to support the development of training materials, procedural documents, and long-range plans.
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The National Librarian provides information about ITT Technical Institute library resources and services to support day-to-day LRC and Virtual Library procedures, including Library of Congress cataloging, updates and changes in electronic resources, acquisitions, orientation and programming, information literacy, and reference services.

The local campus Dean and LRC staff benefit from the professional growth activities of the National Librarian and other system librarians who share and exchange information through the National LRC Advisory Committee and the LRC Best Practices Web site. The information network is coordinated and managed by the National Librarian. The network utilizes email, conference calls, Web casts, regular telephone and fax exchanges, online publishing and the periodic distribution of procedural and instructional materials. The information shared in these documents comes in part from professional publication sources and is intended to keep each LRC staff member aware of library-related services and resources available at other educational institutions and with new developments related to the library profession.

Leslie Smith, Library Assistant, holds a bachelor's degree in Creative Writing from Bath Spa University in England. She has training at the SABA level (LRC Management and LRC Service Provider Training) and promotes her profession development through involvement with local and state organizations such as the Louisiana Library Association, as well as peer-developed services such as the ITT LRC Best Practices online portal. Her previous experience as a Student Representative supports her current activities and her student-centered approach.

8.22 How many hours a week does the professionally trained individual personally supervise the library? Who is the trained individual(s) assigned to assist students in the use of the library during scheduled library hours? Are library assistants employed? If yes, describe.

The National Librarian personally supervises and manages the central administration's library system on a regular daily basis or approximately 40+ hours per week. Responsibilities include managing the Virtual Library, designing strategic plans for library collections, selecting and implementing electronic resources to support the curricula, developing training materials and providing support to Deans and LRC staff to provide efficient and effective library services to students. Direct reference assistance to students is provided by the National Librarian and other professional librarians through the "Ask a Librarian" online reference service. The National Librarian works with the Dean at each campus to ensure the delivery of library services. The Dean is responsible for staffing the LRC, overseeing LRC acquisitions and collection maintenance, training LRC service providers, and completing the Annual LRC Report and submitting it to the National Librarian.

The campus employs a Library Assistant for a minimum of forty hours per week. The Library Assistant has no supervisory responsibility but works under the supervision of the Dean to assist students and faculty. Responsibilities include checking materials in and out, providing instruction on using library resources, routine cataloging, re-shelving books, and inventory tasks.

A staffing combination of the Dean, Associate Dean and School Chairs assist students and faculty when the Library Assistant is not present, in the use of Learning Resource Center resources and equipment. The Baton Rouge campus's LRC hours of operation are 8 a.m. to 10 p.m. Monday through Friday, and 8 a.m. to 6 p.m. on Saturdays. All individuals utilize the LRC Operations Manual to guide day-to-day operations.

8.23 What percentage of total tuition revenue is spent for library acquisitions?

Most campuses spend approximately .1% of tuition revenue for library acquisitions including publications, Virtual Library costs, and equipment. Whenever feasible, the central administration selects electronic
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access over print resources to fulfill its vision of an information center that supports lifelong learning. The Virtual Library serves as a way to combine the buying power of all the ITT Technical Institutes to obtain more favorable contracts for electronic information resources while centralizing negotiation and licensing. Costs for each institute's LRC are reduced and the central administration can organize and distribute databases and information resources system-wide. Through the Virtual Library, institutes can provide access to more resources than would be possible if each institute acquired them independently. The 2011 budget for the Virtual Library is approximately $1,053,000.

8.24 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels? Explain.

The Virtual Library budget has increased over the last several years from $467,000 in 2004 to approximately $1,053,000 in 2011.

Budget allocations for library acquisitions have fluctuated slightly over the past three years due to the timing of various renewals. The central administration is in the process of shifting collections from paper to electronic formats, a decision that is being driven by the expressed needs of students and faculty. The following factors recommend the shift:

- requests from students and faculty for more electronic information
- distance education demands for materials that serve off-campus users
- desire to move from a legacy system of traditional collections to a more responsive, customer-driven system.

As funding and appropriate electronic resources become available, the central administration will continue to build strong digital collections. LRC materials will also be appropriately allocated.

8.25 Describe information technology that is available to students and faculty.

The campus provides its students and faculty with a Virtual Library that not only supports their teaching, learning, and research needs, but also offers opportunities for further academic and intellectual exploration. The Virtual Library is available 7 days a week, 24 hours a day, from any Web-enabled computer. By utilizing technological advances and the dynamic environment of the World Wide Web, the central administration has created a library that comes to the user. The Virtual Library provides access to rich databases that provide a mix of searching and information delivery to bring documents directly to a user's desktop. The online collection includes full-text books, periodical databases providing full-text magazines, newspapers, and journals, authoritative encyclopedias and other reference sources and links to Web sites selected for relevance to the programs of study. In addition, the Virtual Library provides traditional library services in the online environment. Information seekers receive support through the "Ask a Librarian" reference service and curriculum-specific research guides, tutorials, and collections of frequently asked questions and answers.

The campus provides students with a computerized catalog of LRC materials. The LibraryWorld online system is available to students and faculty to search for materials by title, author, subject, or keyword. The system includes a Web-based catalog of holdings, a circulation system, and an OPAC system for patron use.

Information technology in the LRC includes twelve networked computers and four Macintosh computers, each offering a CD-ROM drive. One Mac is connected to a flatbed scanner. Primarily the computers are general purpose, offering Microsoft Office (word processing; spreadsheet, database and presentation
software) and tutorial programs. They are connected to the classroom network and have Internet access and access to two laser printers.

8.26 How are the holdings organized? What system is used to catalog library titles?

The LRC holdings are classified by the Library of Congress Classification System and shelved accordingly. Information explaining the Library of Congress system is posted in the LRC for the convenience of users. LRC users can search the collection by title, author, subject or keyword using the aforementioned campus systems.

The Virtual Library is organized much like a traditional physical library. Reference materials, such as databases, encyclopedias, dictionaries, and directories are grouped together. Full-text books are also available from one starting point as well as linked from records in the Virtual Library Catalog. In addition, the Virtual Library offers resources grouped by programs. For example, the Information Technology Resource area offers links to program-specific career resources, online journals, news, recommended links, and professional organizations all related to the Information Technology program.

All reference books, videos, current and back issues of periodicals are stored in the campus LRC.

8.27 Describe the library's procedures regarding student borrowing and return of materials.

Students and staff must bring their library resource request to the Library Assistant (or ITT Tech faculty/staff member on duty at the time). The transaction is noted in LibraryWorld by the Library Assistant or faculty/staff member for a checkout period of two weeks (videos and DVDs for one week). The Library Assistant also keeps a facsimile record by hand in an Excel document for verification purposes. Reference items, including current and archived issues of periodicals, are permitted for use only in the LRC.

8.28 On an average class day, how many students use the library for reference work? How many students use the library for study only? How many check out books? Are these averages increasing, decreasing, or remaining the same? Explain.

On an average day, use of the LRC is summarized as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Work</td>
<td>35</td>
</tr>
<tr>
<td>Study Only</td>
<td>30</td>
</tr>
<tr>
<td>Books Checked</td>
<td>1</td>
</tr>
<tr>
<td>Out/Returned</td>
<td></td>
</tr>
<tr>
<td>3 Year Average</td>
<td>56.3</td>
</tr>
</tbody>
</table>

Use of the LRC has steadily grown due to the active promotion of library resources and services by the faculty and staff as well as the growth of the census. New students are introduced to the Library Assistant and the concept of the LRC during the Orientation Day program that takes place prior to the beginning of each term. All first quarter students are provided with an orientation to the LRC and the Virtual Library through classroom visits (TB133/GS1145) and/or scheduled programs in the LRC. The LRC segment of orientation informs students about the major resources and services, hours, and service providers. The Virtual Library orientation includes information about registration, resources, services, search techniques and access. Instructors are also encouraged to ask for the Library Assistant's presence and input during research portions of class work for additional student assistance. Use of the Virtual Library is typically for reference work.

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Overall usage of the Virtual Library remains consistent. Specific history on usage is available for review at the campus. Usage of the Virtual Library is encouraged in the LRC by conducting orientations for all first quarter classes which include having our students log-on to the Virtual Library and conduct specific searches to get them used to the resources and the benefits that the Virtual Library offers. Chairs and Instructors also incorporate assignments within classes that require students to gather materials from the Virtual Library, where the Library Assistant may be on hand by request for additional support.

8.29 How does the institution provide the study, reading, and information technology resources necessary to make the educational program(s) effective?

The campus strives to provide resources for reference and research in a variety of formats and approaches to address the various learning styles and information needs of the students. Study resources may take the form of books, tutorial software, online tutorials or Web sites. Reading resources may be both print and online books and periodicals. Information technology resources include the provision of a Virtual Library as well as computer workstations and software available in the LRC. Many of the software programs utilized in coursework are available on the LRC workstations so that students can work on projects outside of class. These resources help students develop skills in the use of electronic communication, word processing, online databases, and the Internet. Additionally, the LRC and the Virtual Library contribute resources and services that benefit the development of information literacy. Learning to assess information needs, find information efficiently, critically evaluate the information found and use it effectively are skills that prepare students for information challenges they will face in their careers.

8.30 List the hours during which the library is open. When the library is open for student and faculty use, is any other activity conducted there? If yes, explain.

LRC hours are 8:00 am to 10:00 p.m. weekdays. The LRC is also open from 8:00 am to 6:00 p.m. most Saturdays. No activities are conducted that are not consistent with traditional library functions.

The Virtual Library is available 24 hours a day, 7 days a week, 365 days a year from any Web-enabled computer.

8.31 Describe the library facility, including information about the

8.31.1 Total number of volumes;

The LRC collection includes:

136 books
7 periodical subscriptions
41 videos/DVDs.

The LRC collection includes items that have been determined by faculty to be essential and that are not available online.

The Virtual Library has licensed access to approximately 72,000 online books as of April 2011. It is anticipated that the number of licensed volumes will continue to increase as new titles are added monthly. In addition to the licensed books, the Virtual Library provides links to large collections of freely available online books made available by various government agencies, publishers, universities, and others interested in promoting unrestricted access to educational materials.
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8.31.2 Number of titles directly related to business courses taught;

The LRC includes no books that are directly related to business courses at this time, because it has not previously offered a Business-related program. Materials are currently being evaluated for acquisition in the event of confirmation that the AS Business Management will be offered in September 2011.

The Virtual Library includes licensed online books to support all ITT Technical Institute curricula. As of April 2011, there are approximately 15,000 titles to support business courses (economics, industry, commerce, and finance) as well as several business-related multi-volume encyclopedias.

8.31.3 Number of titles related to general education courses taught;

Approximately 40 books relate primarily to the general education courses taught at the campus.

As of April 2011, the Virtual Library includes approximately 26,000 licensed online books to support general education courses. In addition, several licensed, multi-volume, authoritative encyclopedias are utilized for support of general education courses.

8.31.4 Number of titles of other books;

Approximately 90 other books are available to students, faculty, and staff from the LRC collection.

As of April 2011, the Virtual Library includes over 31,000 other licensed online books for reference and research in addition to business and general education titles. Students, faculty, and staff also utilize the links to various digital collections available on the Web.

8.31.5 Number of business related periodicals to which the institution currently subscribes; and

The LRC currently subscribes to no business-related periodicals at this time, because it has not previously offered a Business-related program. Materials are currently being evaluated for acquisition in the event of confirmation that the AS Business Management will be offered in September 2011.

The Virtual Library has licensed access to several large periodical databases. Business-related periodicals are included in all Ebsco databases as well as ProQuest's Newsstand database (includes full-text of Wall Street Journal), Lexis Nexis Academic, Ebsco's Business Source Premier and Regional Business News are exclusively business-related. These business databases provide full text for more than 9,000 serials. Business Source Premier provides full text back to 1965 (or the first issue published for that journal) and searchable cited references back as far as 1998. Additional full text, non-journal content includes market research reports, industry reports, country reports, and company profiles.

8.31.6 Number of periodicals available.

The LRC subscribes to seven other periodicals, with an additional approximate six subscriptions donated by instructors or School Chairs on a regular basis. Current issues plus some back issues are available in the LRC.

The Virtual Library has licensed access to several large periodical databases representing over 17,600 magazines and journals. These databases include approximately ten years of back-issues for most titles. Of the 17,600, approximately 8,600 are non-business.
8.32 Describe the interlibrary loan or other outside resource agreements.

Students and faculty at the campus independently utilize other local libraries for materials not available on campus or from the Virtual Library. Many students have cited interest in immediate results that support this approach over interlibrary loan processing.

8.33 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? Are students able to access online resources from the institution?

The LRC collection is regularly assessed by the faculty through the annual process coordinated by the LRC Committee. The review results in recommendations for adding new titles and identifying for withdrawal those titles that have outlived their usefulness. The process of assessing currency and relevance utilizes circulation data, faculty-supplied information about anticipated demand and availability of current materials for purchase.

Recommendations for LRC acquisitions are encouraged from the faculty. An example of a Resource Recommendation Form used by faculty is available for review at the campus. Recommendations are regularly solicited from faculty at faculty meetings, in-service programs, and continuously by the Chairs and LRC Committee. One example of responsiveness to coursework is that the LRC holds a number of volumes designed to support general education courses, especially mathematics and physics.

One of the strengths of the collection of online resources is its timeliness. Many of the periodical issues can be found in the online periodical databases prior to the date that print versions are mailed to subscribers. The online books collections are also extremely current; 82% of the online books have been published in the last ten years.

Assessment techniques utilized by the LRC to ensure the currency and relevance of its resources include the recommendations of faculty, recommendations from national professional organizations and societies, and nationally recognized lists of books and periodicals (see below for details). The Library Assistant also keeps a dialogue open with other, more established ITT campus libraries through the LRC Best Practices Portal, which is reviewed regularly by the National Librarian.

Students are able to access online resources using any of the Internet-enabled computers available in the campus LRC and the computer labs.

8.34 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of (a) faculty, (b) appropriate national professional organizations and societies, and (c) a nationally recognized list (or lists) of books and periodicals?

a) Recommendations of faculty:

The LRC Committee regularly supplies each faculty member with a form that can be used to make recommendations for the acquisition of LRC materials. LRC staff routinely circulate publishers' book catalogs and review materials to acquaint faculty with new materials as they become available. Faculty meetings and in-service programs are additional forums that are utilized to gather information from faculty on library holdings and recommendations. The Virtual Library's "Contact Us" feature is frequently used to make recommendations for online resources or the National Librarian is contacted directly by email or telephone.
b) Recommendations from national professional organizations and societies:

Many of the faculty members as well as the National Chairs maintain organizational memberships that offer access to professional materials and resources. The organizations frequently provide reviews in their organizational publications of new and important resources that are then shared with colleagues and the LRC Committee or with the National Librarian. The librarians in the system also receive information from professional library organizations that publish subject bibliographies and guides to recommended resources. The following represents a partial list of organizations offering resource recommendations utilized by the faculty and staff:
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- ACM SIGGRAPH
- American Civil Liberties Union
- American Correctional Association
- American Design Drafting Association
- American Health Information Management Association
- American Health Quality Association
- American Hospital Association
- American Institute of Architects
- American Institute of Constructors
- American Institute of Graphic Arts
- American Institute of Steel Construction
- American Medical Informatics Association
- American Nurses Association
- American Probation and Parole Association
- American Radio Relay League
- American Society for Engineering Education
- American Society for Testing and Materials
- American Society of Civil Engineers
- American Society of Criminology
- American Society of Interior Designers
- American Society of Landscape Architects
- American Society of Mechanical Engineers
- American Subcontractors Association
- Associated Builders and Contractors
- Associated General Contractors of America
- Association for Computing Machinery
- Association for Information Systems
- Association for Logic Programming
- Association for Multimedia Communications
- Association for Women in Computing
- Association of C and C++ Users
- Association of Construction Inspectors
- Association of Information Technology Professionals
- Association of Internet Professionals
- Association of Shareware Professionals
- Autodesk User Group International (AUGI)
- Building Trades Association
- Business Software Alliance
- Computer Graphics Society
- Computer Professionals for Social Responsibility
- Construction Management Association of America
- Consumer Electronics Association
- Digital Games Research Association
- DVD Association
- Electronics Industry Alliance
- Electronics Technicians Association
- Entertainment Software Association
- Graphic Artists Guild
- Healthcare Information and Management Systems Society
- Healthcare Information Technology Standards Panel
- IEEE Components, Packaging and Manufacturing Technology Association
- IEEE Computer Society
- IEEE Computer Society's Technical Committee on Security and Privacy
- IEEE Robotics and Automation Society
- IEEE: Institute of Electrical and Electronics Engineers
- Industrial Designers Society of America
- Information Systems Audit and Control Association
- Information Systems Security Association (ISSA)
- Information Technology Association of America (ITAA)
- International Association of Chiefs of Police
- International Association of Law Enforcement Planners
- International Game Developers Association
- International Society of Certified Electronics Technicians
- Internet Society
- Materials Research Society
- National Alliance for Health Information Technology
- National Association of Health Data Organizations
- National Association of Home Builders
- National Association of Women in Construction
c) Nationally recognized lists of books and periodicals
A recognized standard for academic libraries, BOOKS FOR COLLEGE LIBRARIES, 3rd edition (ALA, 1988) is long out-of-date and has been supplanted by the Association of College and Research Libraries' periodical, CHOICE. CHOICE annually publishes a list of Outstanding Academic Books of the previous year and this publication is utilized by the National Librarian and National Chairs as a source when reviewing both online and print recommended resources. DEVELOPING LIBRARY AND INFORMATION CENTER COLLECTIONS, 5TH edition (Libraries Unlimited, 2005), RECOMMENDED REFERENCE BOOKS FOR SMALL AND MEDIUM SIZED LIBRARIES AND MEDIA CENTERS, rev. Ed. (Libraries Unlimited, 2010), THE KOVACS GUIDE TO ELECTRONIC LIBRARY COLLECTION DEVELOPMENT: ESSENTIAL CORE SUBJECT COLLECTIONS, CRITERIA, AND GUIDELINES, 2nd ed (Neal-Schuman, 2009), SCI-TECH NEWS, LIBRARY JOURNAL, BOOKLIST, SCIENCE BOOKS AND FILMS, and ACADEMIA are additional nationally recognized sources that are used by ITT Technical Institute staff in building high quality collections. Bibliographies included in AccessScience, the licensed online version of the MCGRAW-HILL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY, BRITANNICA ONLINE, and publications of EEVL (Internet Guide to Engineering, Mathematics, and Computing) are also used for collection development. Materials are acquired from a wide variety of publishers and publishers' catalogs are another source utilized for selection. LRC staff also exchange information about recommended resources through the LRC Best Practices Web site since resource needs are similar throughout the library system.

8.35 Describe any plans for improving the library.

Current plans for improvement of the campus library involve:

- Regularly expanding the LRC collection of books, periodicals, and audio-visual materials through ongoing purchases,
- Acquiring technology-related computer-based tutorial programs,
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- Acquiring library technology appropriate to a larger-capacity campus, such as electronic security and barcodes, and an electronic check-out system utilizing student ID cards.
- Adding/updating materials to support the curriculum in the area(s) of (drafting, multimedia, networking, electronic communication, or any new programs to be offered).
- Pursuing the development of online LRC catalog.
- Integrating activities into all curricula that will support the development of information literacy skills.
- Utilizing user feedback for continuous improvement of the Virtual Library.
- Increasing the depth and breadth of online resources available through the Virtual Library.
- Increasing the number of services, such as training modules, available to Virtual Library users.

8.36 Are there online resources available to students? Describe all resources available online. Identify full-text items.

As referenced, the Virtual Library provides convenient access to online information 7 days a week, 24 hours a day. Similar to a traditional library, the Virtual Library offers a variety of resources that support the curricula. All items are full-text unless otherwise indicated.

**ONLINE RESOURCES**

**Periodical Databases**

The Virtual Library currently provides access to over 17,000 full-text magazines and professional journals as well as an abstracts and indexing for hundreds of additional titles through twelve databases. Back-file holdings vary title-by-title and database by database, but generally are provided for the last ten years. These periodical databases provide a mix of article searching and information delivery to bring documents directly to a user’s desktop. These databases meet the needs of students and faculty who require relevant information quickly, conveniently and economically by combining advanced search capabilities with a simple and efficient article delivery system.

- ProQuest
  ProQuest databases provide online access to an extensive collection of technology-related publications as well as publications in the fields of criminal justice and health sciences. Professional journals in the fields of computer networking, information technology, computer programming, e-commerce, project management, telecommunications, and other technology-related fields are included. Additionally, we subscribe to ProQuest Newsstand database. The Newspapers database includes full-text of THE ATLANTA JOURNAL-CONSTITUTION, BOSTON GLOBE, CHICAGO TRIBUNE, CHRISTIAN SCIENCE MONITOR, LOS ANGELES TIMES, NEW YORK TIMES, USA TODAY, WALL STREET JOURNAL, and WASHINGTON POST plus an additional 350 U.S. and international newspapers. ProQuest Criminal Justice Periodicals Index is a collection of U.S. and international criminal justice journals including information for professionals in law enforcement, corrections administration, drug enforcement, rehabilitation, family law, and industrial security. ProQuest Health Information Management database includes information from leading publications covering all aspects of health administration, including public health and safety, hospitals, finance, personnel management, insurance, population studies, labor relations and law.
• **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 & 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 & allied health journals and is considered a core resource in the field.

• **ACM Digital Library**
  The ACM (Association for Computing Machinery) Digital Library includes bibliographic information, abstracts, reviews, and full-text for articles published in ACM periodicals and conference proceedings.

• **Criminology**
  This database includes the full-text of 23 journals published by SAGE and participating societies. It covers such subjects as Criminal Justice, Juvenile Delinquency, Juvenile Justice, Corrections, Penology, Policing, Forensic Psychology, and Family and Domestic Violence.

• **LexisNexis Academic**
  LexisNexis Academic is an online service providing a wealth of information from over 6000 publications. Comprehensive coverage of news and current events, government, business, medical, and legal topics, as well as general reference information is included. LexisNexis Academic includes international and domestic newspapers, magazines and trade journals, broadcast transcripts, company financial information, industry and market news, wire services, federal and state case law, law reviews, medical news and abstracts, and state and country profiles. The Company Dossier feature is used to retrieve detailed company information and financial performance measures or identify and compare companies matching specific criteria. This product also provides access to the renowned Shepard's Citations® service for all federal and states court cases back to 1789.

**Reference resources**

• **AccessScience** is a database that provides full-text search and retrieval of the *McGraw-Hill Encyclopedia of Science and Technology* (24 volumes). It contains in-depth articles on many areas of science and technology and includes biographies, recent research developments, news, and study guides. The online version of this standard science and technology reference source offers increased functionality over the print version in that it allows keyword searching, is updated continuously, offers Q & A support, and provides current science news updates.
Britannica Online, the online version of Encyclopedia Britannica, is available through the Virtual Library. Students frequently use this authoritative general encyclopedia to locate reliable basic information on a wide variety of topics. The online version offers the advantages of keyword searching across all articles, hyperlinks to cross-references, photographs and other graphics, videos, statistical tools, timelines, maps, news, quotations, selected classical literature, and links to pertinent Internet sites.

Gale Virtual Reference Library
This collection includes:
American Decades, 10v, 2001
Arts and Humanities Through the Eras, 5v, 2005
Berkshire Encyclopedia of Human-Computer Interaction, 2v, 2005
The Bill of Rights, 5v, 2005
Complete Dictionary of Scientific Biography, 27v, 2008
Computer Sciences, 4v, 2002
Countries and Their Cultures, 4v, 2001
Crime and Punishment in America Reference Library, 5v, 2005
Encyclopedia of Business and Finance, 2nd ed., 2v, 2006
Encyclopedia of Communication and Information, 3v, 2002
Encyclopedia of Espionage, Intelligence and Security, 3v, 2004
Encyclopedia of Law & Society: American &Global Perspectives, 3v, 2007
Encyclopedia of Law Enforcement, 3v, 2005
Encyclopedia of Major Marketing Campaigns, 2007
Encyclopedia of Medical Decision Making, 2v, 2009
Encyclopedia of Multimedia, 2nd ed., 2008
Encyclopedia of Prisons and Correctional Facilities, 2v, 2005
Encyclopedia of Psychology & Law, 2v, 2008
Encyclopedia of Public Health, 4v, 2002
Encyclopedia of Science, Technology, and Ethics, 4v, 2005
Encyclopedia of Sociology, 2nd ed., 5v, 2001
Encyclopedia of the First Amendment, 2v, 2008
Encyclopedia of White-Collar and Corporate Crime, 2v, 2005
Ethics, Rev. ed., 3v, 2005
A Financial History of the United States, 3v, 2002
The Gale Encyclopedia of Alternative Medicine, 2nd ed., 4v, 2005
Opposing Viewpoint Resource Center

Opposing Viewpoints Resource Center is a full-text resource covering current social issues. Drawing on the acclaimed series published by Greenhaven Press and other Gale imprints, this database brings together information to help fully understand an issue: pro and con viewpoint articles, primary source documents, government and organizational statistics, multimedia, links to selected web sites, and more. Opposing Viewpoints Resource Center helps to develop critical thinking and information literacy skills by assisting students with researching, analyzing, and organizing various types of data for research assignments, persuasive essays, and debates. Opposing Viewpoints Resource Center is cross-searchable with Gale Virtual Reference Collection.

Mergent
This service is a suite of global business and financial information products including U.S. and international company data and U.S. and international annual reports. It provides access to more than 30,000 U.S. and non-U.S. publicly traded companies, including real time access to SEC (EDGAR) filings dating back to 1993 as well as real-time news headlines and complete text. Directory-type information for private companies is also included.

- **MADCAD Online Building Codes**

**Dictionaries**

- **Oxford Reference Online** is a database that enables access to over 175 subject dictionaries and reference works from Oxford University Press. The database brings together content from architecture, science, computing, business, language, history, law, literature, and social sciences into a single cross-referenced resource.

Many additional online reference sources are linked from the Virtual Library. Our collection includes links to additional encyclopedias, both general and specialized, dictionaries, directories, government publications, almanacs, maps, library catalogs, statistical sources, style manuals, and tutorials.

**ONLINE BOOKS**

- **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 11,000 information technology and business-related titles.

- **CRC Press Collections**
  EngNetBase, ForensicNetBase, and InfoSecurityNetBase consist of full-text CRC Press handbooks in PDF format. The collections are keyword searchable offering the capability to search within one, several, or all titles. Boolean searching and advanced search features are available. Some of the topic areas included in EngNetBase include circuits and devices, communications, composite materials, computer engineering, digital signal processing, electronics, industrial engineering and manufacturing, material science, microelectronics, and photonics. The InfoSecurity collection includes books on Internet and multimedia, IT management, networking communications, security and auditing, and systems and computer architecture. ForensicNetBase includes forensics, criminal justice, and law enforcement.
- **Ebrary**
  A book database that offers full-text online access to over 40,000 authoritative titles with concentrations in Business & Economics, Computers & Technology, Humanities, the Social Sciences, and more. The Business & Economics collection includes titles from over 40 publishers—nearly three quarters of which were published within the past two years. The range of the list supports course work at the undergraduate as well as post-graduate level, with category strengths in business administration, management, economic history and theory, global business and economic development, and business practice. Ebrary's Computers, Technology & Engineering collection is especially strong in computing programming, networking and applications technology, telecommunications and engineering, and IT case studies in business. Ebrary's Humanities collection covers a vast range of subjects including history, language, and linguistics, literature and literary criticism, and philosophy. Ebrary's Life & Physical Sciences collection covers all fields in natural and physical sciences. Category strengths include agriculture and food science, environmental science, math and statistics, and medicine. The Social & Behavioral Sciences collection spans the full range of social science disciplines. This collection is particularly strong in education, political science, psychology, and sociology.

- **NetLibrary**
  NetLibrary is a collection of over 3500 online books and digital audio-books on various academic topics. The collection includes a wide range of reference, scholarly, and professional titles from leading commercial publishers and university presses. Titles are selected to support ITT Technical Institute curricula and programs of study. This collection offers outstanding support for students, faculty, and staff on subjects such as architecture, business, engineering, technology, computers, social sciences, criminal justice, design, health sciences, information security, medicine, electronics, manufacturing, and construction. NetLibrary's digital audio-books can be downloaded or played on a desktop, laptop, or portable device. This new format provides an alternate way for users to interact with selected books.

- **Gale Virtual Reference Library**
  This collection of unabridged encyclopedias, dictionaries, directories, almanacs and other references provides excellent curricula support for ITT Technical Institute programs. In addition to standard reference resources, the collection includes many monographs useful for research and study.

**Other Digital Collections**

The Virtual Library also provides links to many of the major digital collections available on the Web from publishers, colleges and universities, organizations, government, and others interested in sharing and distributing information through the Internet. Titles in these collections represent a wide variety of subjects, including technology, literature, humanities, and science. The following are a few noteworthy examples of sites that offer full-text books:
- Bartleby.com: Great Books Online
- On-Line Books Page
- Project Gutenberg

**REFERENCE RESOURCES**
The Virtual Library provides access to a selected collection of authoritative Web sites that support the curricula of the ITT Technical Institutes. The Web site links are arranged by subject and provide easy access to information relevant to coursework in all programs. An extensive collection of links in the following topics areas is available:

- Almanacs
- Arts
- Business
- Careers
- Certification
- Computers
- Constitution Day
- Copyright
- Cultures
- Dictionaries
- Directories
- Economics
- Education
- Encyclopedias
- Engineering
- Environment
- Ethics
- Government
- Grammar and Writing
- Health
- Job Listings
- Law
- Libraries
- Maps
- Mathematics
- News
- Patents and Trademarks
- People
- Physics
- Project Management
- Quotations
- Resumes
- Science
- Sociology
- Statistics
- Study Skills
- Style Manuals
- Technology standards

**Schools of Study**
Specialized subject area pages offering selected links relevant to ITT Technical Institute programs are made available to provide convenient access to databases, professional organizations, recommended links, selected textbooks, online magazines and journals, and tutorials.

**VIRTUAL LIBRARY SERVICES**

**Ask a Librarian**
The Virtual Library's Ask a Librarian is a service that provides students, faculty, and staff with the means to seek and receive online library reference services.

Virtual Library users can get help with library resources any time, day or night by utilizing real-time online chat. The online chat session is much like any library reference transaction--students ask their questions and librarians respond with suggestions, explanations, and instructions. During the session, librarians and users can co-browse databases and share Web pages. Afterwards, a transcript of the session is sent to the user's e-mail address so that he/she has a record of the exchange including links to visited Web sites. It's a great way to get quick help from any location--school, work, or home. The service is staffed by "Librarians by Request" from Tutor.com.

In addition to online chat, users can also ask questions via e-mail or text messaging. The Ask a Librarian service is being utilized in all three ways by students requesting assistance with reference questions, search strategies, and using online resources.

Ask a Librarian is designed to assist students, faculty, and staff take full advantage of the electronic resources available to them through the Virtual Library. The service provides online assistance to users who need help devising an effective search strategy, information about the databases that comprise the Virtual Library's online collection, or help with reference questions. Course-related questions are referred to appropriate instructors or Program Chairs. In general,
the Ask a Librarian service is a means of providing guidance and support for the information seeker.

**Student Research and Information Learning Guides**

Student Research guides are available through the Virtual Library to provide online assistance to students at the first stage of research. The research guides cover topics that represent common assignments made by faculty. Relevant sources of information, both print and online, are identified. The guides serve as pathfinders for the students and are structured to assist in the development of information literacy skills. Self-paced exercises to aid in the development of information literacy skills are also available. Links to online tutorials on various topics of interest to the student body are provided as well.

**Faculty/Staff Resources**

The staff resource areas are being continuously developed to provide resources and services to support the educational mission. Faculty and staff are provided access to professional development materials, manuals, and other support materials.

**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**

**INSTITUTIONAL READINESS**

1. **List the course(s)/program(s) taught through distance education.**

All of the courses currently offered online to resident students are general education courses. The specific name and description for each of these courses can be found in the enclosed catalog.

Full-time resident students generally take one general education course and two core courses each quarter. General education classes are taught entirely in residence unless a student applies for and receives permission to enroll in an online class. The online class is taught entirely in an online format.

Students enrolled in fully online degree programs take general education courses, as well as core courses related to their program of study, entirely in an online format.

2. **Describe the method(s) to be used to deliver the distance educations course(s)/program(s).**

The strategy of offering courses online makes sense from a delivery and practical point of view. The online courses offered across the ITT Technical Institute system are identical to the resident courses offered and use the same assessment procedures as the resident campuses. Online delivery allows for greater flexibility in student schedules. The ability to offer courses online provides students, most of who work at least part-time, more flexibility and provides additional options in balancing educational endeavors with the other commitments.

Distance education courses are delivered online over the Internet through an asynchronous learning network using the QUESTA course management system. There is a prescribed schedule for completion for each of the courses. Support materials for each distance education
course are provided to resident students at the local campus. Students enrolled in fully online degree programs receive support materials by various means, depending on the format in which the material is available. These may include direct shipment to the student's personal address, provision of electronic copies via the Student Portal or Virtual Library, or links contained directly within the course management system, QUESTA. Support materials may include course syllabus, textbook (print or electronic), CD-ROM, and other printed documents required for the distance education course. Interaction between students, faculty, and online support personnel is conducted through the course management system, QUESTA, telephone and the email system.

All courses, residence delivery and online delivery, were developed at the central administration by its professional curriculum development staff within the Curriculum department. Systematic instructional design processes were followed in selecting the content for each course. As with the residential versions of the courses, evaluation of the distance education students is based on the students completing the course objectives.

Because all students enrolled at a residence campus receive instruction at the resident location in addition to any online courses taken, the student services are the same for all these students, regardless of the mode of delivery. Students enrolled in the fully online degree programs are provided services analogous to those offered at resident locations through a dedicated online Student Support staff, School/Program Chairs, online tutors, and online instructors. These support services are available to students through various means, including email, toll-free phone access, and the ITT course management system, QUESTA.

3. Does the Institutional Effectiveness Plan incorporate distance education activities? What data is the institution collecting to assess student and faculty satisfaction with distance education instruction?

Students complete a student satisfaction survey quarterly as part of their last week activities of their distance education class. Survey data contains information on student satisfaction on the online delivery format, faculty, curriculum, and student services. This data is analyzed by the online administration on a quarterly basis and is included in the student survey statistics, which are part of the campus CEP. Survey results are used in the course revision process, assigning of faculty to courses for subsequent quarters and to improve student satisfaction.

Faculty members are provided many avenues to provide feedback on the online courses and their experiences. Faculty members provide curriculum feedback on a regular basis during the regular faculty meetings and through enhancement requests for both the course management system and the course curriculum. There is also a faculty collaboration portal where online faculty can interact and provide curriculum feedback.

4. Who oversees the distance education course/program curriculum? What are this individual's qualifications? Who is responsible for course/program evaluation?

Dr. P. Michael Linzmaier is Senior Vice President and Chief Academic Officer of ITT/ESI. Dr. Linzmaier obtained a Bachelor of Science degree from Colorado State University and a Master of Science and a Doctor of Philosophy degrees from Washington State University. Prior to his current position, Dr. Linzmaier served as both a Director and a District Manager for ITT Technical Institutes. In his current position, he is responsible for all activities related to Academic Affairs, including curriculum for both residence and online deliveries.
Mark Brasher is the Manager of Instructional Operations for the Online Division. He supervises faculty and academic staff in the Hybrid and fully Online Degree Programs to ensure delivery of high-quality online instruction. He earned a Master of Arts degree in Education Policy and Leadership from the University of Maryland and a Bachelor of Arts degree in Philosophy, with a minor in Music Theory and Composition, from Belmont University. Prior to this role, Mr. Brasher served as Associate Dean in both the Hybrid and Online Degree Programs.

**ADMISSIONS REQUIREMENTS AND ENROLLMENT**

1. What are the admission requirements for students taking distance education coursework?

   Students must meet the campus' admission requirements as described in the admission section of the catalog. Admissions requirements for fully online degree programs are described in the Indianapolis catalog. For resident students wishing to take online courses, only those students who establish that they are academically qualified will have the option of taking their general education courses either online or in residence. Students who choose to take the general education courses online will be combined, as appropriate, in online classes with students taking the same courses at other ITT Technical Institutes.

2. Describe the orientation program for distance education students.

   Each student is offered an online orientation program that prepares students to be successful in distance education courses. The orientation program introduces students to the course management system (QUESTA), requires students to complete exercises to master the mechanics of the system and provides guidance for students to follow to maximize the effectiveness of the learning experience. In addition to the online orientation, resident students have access to resident campus staff for assistance with orientation as requested. Students in fully online degree programs receive additional orientation from the Student Support staff via targeted and scheduled email and phone campaigns. These campaigns are designed to provide timely and useful information related to available resources and academic policies.

**CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY**

1. Describe how interaction between faculty and students takes place.

   Students and faculty interact within the course management system through the QUESTA email system, shared and private folders, telephone calls, and through the discussion forums established for each course. Courses are designed so that active student participation in these interactive activities is required.

   If required, students and faculty have the ability to interact via the telephone or via private email. However, interaction within QUESTA is preferred.

2. Describe how interaction among students takes place.

   Students interact with other students within QUESTA via the message center, shared folders, and through the discussion forums established for each course. The majority of the courses offered in distance education have group activities as part of the graded learning plan. Active student participation in these interactive activities is required.
3. What is the student-teacher ratio? Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

Online courses are offered with a maximum of a 25:1 student-teacher ratio. When students first enroll in an online course, they are issued a login and password that allows their entrance into QUESTA and their specific course(s) for that quarter. Students introduce themselves to the faculty member and student cohort using the discussion forums and the message center. Interaction between students, faculty, and online support personnel is conducted through QUESTA and the email system and occasional personal telephone calls. Faculty members are required to respond to all questions posted by students within 24 to 48 hours. In addition, all distance education faculty members are required to host office hours for a minimum of two hours each week to provide additional interaction between the students and the faculty member.

The faculty member may post threaded discussion topics and questions to which students respond as part of the lesson plan. Students complete assignments and faculty provide feedback, coaching, tutoring, and refer students to additional online tutorials as required. For new students, the delivery of their online course is structured to ensure that all discussion forums that are part of the learning plan are graded. Faculty members can create additional discussion forums that are not a part of the graded learning plan but serve to facilitate group activities and to encourage the students to discuss other topics relevant to the course. Students who take online courses while enrolled at a resident campus enjoy additional opportunities to communicate with other members of the campus staff in a face-to-face as well as online setting. Students who are enrolled in fully online degree programs are contacted frequently by a Student Support staff tasked with monitoring student progress, assisting students with navigating QUESTA and other institutional resources, and providing guidance pertaining to the learning process as it relates to online courses at the institution. These additional support opportunities play a significant role in student success.

FACULTY AND INSTRUCTIONAL SUPPORT

1. Describe the faculty training program to prepare faculty to teach in a distance education environment.

The institution provides a mandatory, facilitated faculty training program specifically related to teaching in an online environment. The training includes an orientation to the delivery platform, program overview, policies and procedures, and course syllabi. This training includes an emphasis on faculty development in the online environment and provides an ongoing set of activities and resources devoted to communicating with students and improving academic performance and student satisfaction. The training/orientation includes the following major topics:

- Creating Student Success - Online
- Preparing to Teach - Online
- Basic Teaching Skills - Online

Instructors also have access to the Virtual Library and all of its resources. The faculty collaboration portal provides Directors, Deans, and LRC employees an easy and convenient way to communicate with colleagues regarding questions, issues, procedures, concerns, and activities. The forums are moderated and serve as up-to-date conduits of information.
Additional staff resource areas are in development to deliver training materials, newsletters, collections of recommended Web links, bibliographies, file downloads, and events calendars.

2. Identify the educational resources and technology available to faculty on campus and on-line.

Each faculty member receives a detailed course syllabus, assigned textbooks, and supporting materials and access to all established course materials. In addition, all faculty members have access to educational resources specifically selected to support the curricula available through the Virtual Library.

3. Identify all platforms used to deliver instruction.

Distance education courses are delivered online over the Internet through an asynchronous learning network. The central administration has invested in the development of its own course management system, QUESTA. The QUESTA system allows for the direct control of all functionality related to delivering high quality distance education program offerings.

The Virtual Library includes reference materials while the online faculty portal provides collaboration boards for research and collaboration on curriculum and teaching methodology issues. Virtual staff meetings and professional development sessions as well as virtual office hours via telephone and email ensure frequent contact with the Online Student Support Team so that faculty have access to and can receive guidance from their supervisors. The Frequently Asked Questions database in the QUESTA system enables the faculty to solve problems and teach more effectively.

RESOURCES AND EQUIPMENT

1. Is there a budget allocated to distance education delivery?

The central administration budgets nearly ten million dollars per year to distance education. This amount includes administrative and faculty salaries, training costs, telephone, and mail expenses related to communicating with students, course management system development and maintenance, capital equipment, and facility rentals. Each campus shares in these costs based on the number of students enrolled in courses offered through distance education.

2. Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

Support materials for each distance education course are provided to the student and include the course syllabus, textbook(s), CD-ROM, and other printed documents. Interaction between students, faculty, and online support personnel is conducted through QUESTA, the email system and occasional personal telephone calls.

Each student taking a course offered through distance education has access to the campus LRC and to the Virtual Library that are described in detail in section eight of this self-study narrative.

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 email account. 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.

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**: Pentium 3 or equivalent PC-compatible
  (Macintosh or Unix-based machines are not supported), 256MB RAM (512MB
  preferred), CD ROM, 2GB free space (5GB preferred) on master hard drive.

- **Minimum Requirements for Software**: Windows XP or 2000 (or higher), Microsoft
  Office Professional 2003 (or higher), Internet Explorer 6.0 (or higher), functional
  email address with file attachment capabilities and 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**: 56Kb modem (cable or DSL
  connection strongly preferred).

The student is obligated for any expense associated with obtaining access to the above
specified computer equipment, software, Internet service, and email account.

**STUDENTS AND STUDENT SERVICES**

1. **Describe the student services available to students taking coursework on-line.**

Most students taking General Education courses online are also enrolled in core courses that
are offered on campus, providing these students with access to all of the student services
available to students as described previously in this Self-Study. Students communicate with
online faculty members through the QUESTA message center, email, and telephone. In
addition, Student Support Coordinators are available to all online students (resident and fully
online) via email and telephone for technical assistance on Monday through Friday from 8:00
a.m. to 12:00 midnight EST, Saturday from 8:00 a.m. to 7:00 p.m. EST, and on Sunday from
1:00 p.m. to 12:00 midnight EST. Students may also obtain tutoring in online courses from
campus faculty and peers.

2. **Describe how students are oriented to the use of delivery platforms.**

Each student is required to complete an online preparation class that prepares students to be
successful in distance education courses. The orientation program introduces students to
QUESTA, requires students to complete exercises to master the mechanics of the system and
provides guidance for students to follow to maximize the effectiveness of the learning
experience. In addition to the online orientation, resident students have access to campus staff
members, including LRC staff members to assist with orientation and QUESTA navigation as
requested. Orientation and support of students enrolled in fully online degree programs is
enhanced by regular interaction with online Student Support Coordinators, as described in the preceding section.

**STUDENT EVALUATION AND PROGRAM ASSESSMENT**

1. **How are students taking distance education courses evaluated?**

   Students taking distance education courses are evaluated through a variety of required activities including participation in discussions, quizzes and tests, assignments, projects, and / or exams. Graded activities are submitted to the faculty for evaluation through QUESTA.

2. **How is retention monitored?**

   Retention of resident students is monitored by the Dean, local campuses and by the central administration through a variety of reports available through the campus' electronic records maintenance system and through reports generated through QUESTA. Examples of these reports are available at the campus for review by the visiting team. Because most resident students enrolled in a distance education course also typically attend two courses on campus during the same quarter, the students are additionally monitored for retention as described in section one of this self-study narrative.

   Retention of students enrolled in fully online degree programs is monitored by the Online Director of Instructional Operations, Manager of Instructional Operations, Manager of Academic Administration, School Faculty Managers, and Student Support Coordinators. Using the reporting systems described in the preceding paragraph, these students are proactively contacted by Student Support staff to ensure that regular attendance is maintained and that obstacles to student success are removed wherever possible.

3. **Describe available placement services.**

   Students participating in distance education courses also attend residence classes. Consequently, students have access to employment-related services described throughout this self-study. Students enrolled in fully online degree programs are served by a dedicated online Career Services staff, whose services are analogous to those offered at resident campuses.

4. **Describe how student, faculty, and employer satisfaction are identified.**

   Student, faculty, and employer satisfaction are identified through the mechanisms described earlier in this self-study. Students complete a student satisfaction survey quarterly as part of their last week activities in their distance education class. Survey data contains information on student satisfaction on the online delivery format, faculty member, curriculum, and student services. This data is analyzed by the online administration on a quarterly basis. Survey results are used in the course curriculum revision process, assigning of faculty to courses for subsequent quarters and to improve student satisfaction.

5. **How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?**

   The institution measures mastery objectives for the courses offered in a distance education environment through evaluation of student production including participation, quizzes and tests, assignments, projects, and / or exams. Mastery of the core competencies of the program is
ITT Technical Institute, Baton Rouge

measured through academic results, student satisfaction, and employer satisfaction as described earlier in this self-study.

PUBLICATIONS

1. 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?

The statements in the catalog, Web site, and advertising/promotional materials regarding distance education meet the requirements for institutions offering coursework through distance education. Please refer to the current catalog, the itt-tech.edu Web site, and other related materials.
SELF-STUDY PLANNING

A Self-Study Committee was formed in June 2011 to include the Director, Dean, Director of Career Services, Director of Finance, Registrar, Director of Recruitment, Associate Dean of General Studies, Composition Instructor, Mathematics Instructor and Library Assistant. A review of the Self-Study procedures, guidelines and the CEP was conducted and assignments for completion of the Self-Study and an updated CEP made as appropriate. Due dates were established for the initial review and final editing of the documents. The Director and Associate Dean of General Studies served as Self-Study coordinators.

Upon completion of the parts, the Self-Study was reviewed as a whole for accuracy and quality. The Self-Study was completed as a cooperative effort of the Self-Study Committee at the campus and the ITT/ESI Regulatory Affairs department personnel (who provided both narrative and statistical support).

The campus Director will attend the ACICS Accreditation Workshop in Savannah, GA in November of 2011.

Specific Self-Study Committee assignments were made as follows:

Section 1 - Mission.......................................... William R. Wells, Director

Section 2 - Organization..................................... William R. Wells, Director

Section 3 - Administration..................................... William R. Wells, Director
Justin Dedden, Dean
Tiera Coston, Associate Dean of General Studies
Dennis Artis, Registrar
Leslie Smith, Library Assistant
Marva Kemp, Director of Recruitment
David Ferguson, Director of Career Services

Section 4 - Relations With Students....................... Marva Kemp, Director of Recruitment
Justin Dedden, Dean
Tiera Coston, Associate Dean of General Studies
Dennis Artis, Registrar
Leslie Smith, Library Assistant
David Ferguson, Director of Career Services

Section 5 - Educational Activities......................... Justin Dedden, Dean
Tiera Coston, Associate Dean of General Studies
Section 6 - Educational Facilities

William R. Wells, Director
Justin Dedden, Dean
Tiera Coston, Associate Dean of General Studies

Section 7 - Publications

William R. Wells, Director
Marva Kemp, Director of Recruitment

Section 8 - Library, Instructional Resources, and Materials

Justin Dedden, Dean
Tiera Coston, Associate Dean of General Studies
Leslie Smith, Library Assistant

Please note that the Distance Education portion of the Self-Study was reviewed and revised by the division of ITT Technical Institutes responsible for distance education delivery.
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<td>William R. Wells, Director</td>
<td></td>
<td>7/15/11</td>
</tr>
<tr>
<td>Justine Dedden, Dean</td>
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<td>Terry S. Carter, Associate Dean of General Studies</td>
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<tr>
<td>Darrin Meyers, Composition Instructor</td>
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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.

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<th>Name (Last, First, Middle)</th>
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### Institution Name
ITT Technical Institute
City, State: Baton Rouge, LA
ID: 00023785

#### Select One
- (F) Faculty or
- (AD) Admin Staff

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### 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
### 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**: ITT Technical Institute  
**City, State**: Baton Rouge, LA  
**ID**: 00023785

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List the enrollment in each program by full-time and part-time status and by day and evening. Use additional pages if necessary.

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THE MISSION OF THE ITT TECHNICAL INSTITUTE

The 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 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.
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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 outlines, the course descriptions, curricula, faculty, advisory committees, student services, administrative policies, program objectives and career opportunities for graduates of the program.

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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

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<th>Credit Hours</th>
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<td>MA3110</td>
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<td>SS3150</td>
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<td>CS2160</td>
<td>Ethics+</td>
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<td>SC4730</td>
<td>Environmental Science+</td>
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</table>

Core Courses

- Unspecified Core courses+ | 4.5 |

Elective Courses

- Unspecified Elective courses+ | 1.0 |

Subtotal: 54.0

Minimum required credit hours for the Baccalaureate Degree (Grand total) | 18.0 |

In this program, this 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 design; 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 NT1110, NT1210, NT1230, NT1310, NT1330, NT1430, NT2550, NT2650, NT2670 and FT1420. The course descriptions for these courses are in the Course Descriptions section of this catalog.

This course is eligible for the President’s Scholarship. Refer to the Institutional Scholarships section of this catalog for further information.

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.
INFORMATION SYSTEMS SECURITY
BACHELOR OF SCIENCE DEGREE

Objectives - Individuals with knowledge of information systems security are now considered to be an important part of most IT infrastructure teams. Rules cover a range of activities spanning from analysis to design and implementation of security systems, to security monitoring and countermeasures and ongoing administration. Students will study the essentials of information security and the security aspects of common information technology platforms. Students will be exposed to techniques used to deploy and manage security systems and configure security solutions.

Career Opportunities - Graduates of this program may begin their careers in a variety of entry-level positions involving information systems security, such as network security administrators or security systems administrators. These positions are typically part of a team working on projects that require designing, configuring, implementing and maintaining security solutions as part of IT infrastructure projects. In other roles, graduates may be part of teams involved in auditing and verifying existing security systems and suggesting ways to improve the same.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving information systems security.

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

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<th>Course Number</th>
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<th>Credit Hours</th>
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Subtotal 60

Core Courses

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Minimum required credit hours for the Baccalaureate Degree (Grand total) 180

Elective Courses

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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.
### PROJECT MANAGEMENT
**BACHELOR OF SCIENCE DEGREE**

**Objectives** - This program combines theory and techniques used by professional project management practitioners in a digital global environment. The program includes instruction on the project management knowledge areas and processes designated by the Project Management Institute (PMI). Courses teach knowledge and skills to help participate in and lead the management of a variety of project types. The program offers students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring and controlling a project through an integrated process to meet identified requirements on time and on budget. The program is also designed to foster critical thinking, analysis and communication skills.

**Career Opportunities** - A variety of types and sizes of businesses, government agencies and other organizations use project teams to help accomplish their goals in a fast-paced dynamic environment. Graduates may begin their careers in entry-level positions as a project team member, project coordinator, project scheduler, project resource coordinator or project manager.

**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 courses may contain a greater or lesser number of students.

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**Minimum required credit hours for the Baccalaureate degree (Grand Total)** 180

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*In this program, 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.

* This course is eligible for the President's Scholarship. Refer to the Institutional Scholarships section of this catalog for further information.

**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 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA1210</td>
<td>College Mathematics I+</td>
<td>4.5</td>
</tr>
<tr>
<td>MA1310</td>
<td>College Mathematics II+</td>
<td>4.5</td>
</tr>
<tr>
<td>EN1230</td>
<td>Composition I+</td>
<td>4.5</td>
</tr>
<tr>
<td>EN1420</td>
<td>Composition II+</td>
<td>4.5</td>
</tr>
<tr>
<td>CS2520</td>
<td>Communications+</td>
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</tr>
<tr>
<td>SP2750</td>
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</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT1110</td>
<td>Computer Structure and Logic+</td>
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</tr>
<tr>
<td>NT1210</td>
<td>Introduction to Networking+</td>
<td>4.5</td>
</tr>
<tr>
<td>NT1310</td>
<td>Physical Networking+</td>
<td>4.5</td>
</tr>
<tr>
<td>NT1330</td>
<td>Client-Server Networking I+</td>
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</tr>
<tr>
<td>PT1420</td>
<td>Introduction to Programming+</td>
<td>4.5</td>
</tr>
<tr>
<td>NT1430</td>
<td>Linux Networking+</td>
<td>4.5</td>
</tr>
<tr>
<td>PT2520</td>
<td>Database Concepts+</td>
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<td>NT2580</td>
<td>Introduction to Information Security+</td>
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<td>NT2640</td>
<td>IP Networking+</td>
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<td>NT2670</td>
<td>Email and Web Services+</td>
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<td>Network Systems Administration Capstone Project+</td>
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<th>Course Number</th>
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</thead>
<tbody>
<tr>
<td>GS1140</td>
<td>Problem Solving Theory+</td>
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</tr>
<tr>
<td>GS1145</td>
<td>Strategies for the Technical Professional+</td>
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**Program Total**: 90.0

*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.
MOBILE COMMUNICATIONS TECHNOLOGY
ASSOCIATE OF SCIENCE DEGREE

Objectives - The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions in the field of mobile communications technology. The program acquaints students with analog and digital electronics, computers and networking, electronic and digital communications systems, and mobile wireless communications systems and devices. The program also exposes students to a combination of classroom theory and practical application in a laboratory environment.

Career Opportunities - Graduates of this program may pursue careers in a variety of entry-level positions in various fields involving mobile communications technology, such as a field technician/field service specialist, mobile devices support consultant, applications development technician and wireless technician.

Individuals who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving mobile communications 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 - 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, function generators and spectrum analyzers, circuit and system simulation software, computer systems, networking equipment such as switches and routers, 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 35 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Program Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA1210</td>
<td>College Mathematics I+</td>
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</tr>
<tr>
<td>MA1310</td>
<td>College Mathematics II+</td>
<td>4.5</td>
</tr>
<tr>
<td>EN1320</td>
<td>Composition I+</td>
<td>4.5</td>
</tr>
<tr>
<td>EN1420</td>
<td>Composition II+</td>
<td>4.5</td>
</tr>
<tr>
<td>CO2520</td>
<td>Communications+</td>
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</tr>
<tr>
<td>ES2555</td>
<td>Survey of Economics+</td>
<td>4.5</td>
</tr>
<tr>
<td>MA1310</td>
<td>College Mathematics II+</td>
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</tr>
<tr>
<td>MA1310</td>
<td>College Mathematics II+</td>
<td>4.5</td>
</tr>
<tr>
<td>EN1320</td>
<td>Composition I+</td>
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</tr>
<tr>
<td>EN1420</td>
<td>Composition II+</td>
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</tr>
<tr>
<td>CO2520</td>
<td>Communications+</td>
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</tr>
<tr>
<td>ES2555</td>
<td>Survey of Economics+</td>
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<tr>
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<tr>
<td>NT1110</td>
<td>Computer Structure and Logic+</td>
<td>4.5</td>
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<tr>
<td>NT1210</td>
<td>Introduction to Networking+</td>
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<tr>
<td>ET1215</td>
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<td>MC2660</td>
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<tr>
<td>PT1420</td>
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<td>Linux Networking+</td>
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<td>GS1140</td>
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<td>Strategies for the Technical Professional+</td>
<td>4.5</td>
</tr>
<tr>
<td>Subtotal</td>
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</tr>
<tr>
<td>Program Total</td>
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</tbody>
</table>

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.
**INFORMATION TECHNOLOGY - COMPUTER NETWORK SYSTEMS OPTION**

**ASSOCIATE OF SCIENCE DEGREE**

**Objectives** - Information technology (IT) is a diverse area of study encompassing several computer-based systems and application areas. The advancement of computers and communication technology continues to have profound impact on our lives. A need exists for technically competent individuals to provide appropriate computing solutions for users. The objective of the IT program is to provide a broad-based foundation in the area of IT and a concentration in one of four IT options.

In addition to technical knowledge, it is important for IT workers to be able to communicate, handle multi-tasking situations, and to assess user needs when developing computer-based solutions.

The Computer Network Systems option of the IT program can help graduates prepare to perform tasks associated with installing, upgrading and maintaining computer network systems in typical LAN/WAN environments. This option explores a number of networking and internetworking technologies. Additional curriculum topics, investigated through classroom and laboratory experiences, include introductory computer programming, survey of operating systems, network design and implementation, network systems management, and other related technical subjects. Information Technology (Computer Network Systems) consists of a foundation core of computing and general education courses, followed by studies in computer network systems applications.

**Career Opportunities** - Graduates may begin their careers in Information Technology involving the option pursued in a variety of entry-level positions. For the Computer Network Systems option, such positions may include computer network analyst, computer network technician, help desk analyst, and WANS/LAN technician.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving information 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, 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 15 to 40 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

<table>
<thead>
<tr>
<th>Program Outline</th>
<th>Course Number</th>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
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<tr>
<td>GE117</td>
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<tr>
<td>GE127</td>
<td>College Mathematics I+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GE184</td>
<td>Problem Solving+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GE192</td>
<td>College Mathematics II+</td>
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<td></td>
</tr>
<tr>
<td>GE217</td>
<td>Composition II+</td>
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<td></td>
</tr>
<tr>
<td>GE273</td>
<td>Microeconomics+</td>
<td>4</td>
<td></td>
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<tr>
<td>GE347</td>
<td>Group Dynamics+</td>
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<td><strong>Core Courses</strong></td>
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<tr>
<td>IT104</td>
<td>Introduction to Computer Programming+</td>
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<tr>
<td>IT109</td>
<td>Microsoft Desktop Operating System+</td>
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<tr>
<td>IT113</td>
<td>Structured Cabling+</td>
<td>4</td>
<td></td>
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<tr>
<td>IT203</td>
<td>Database Development+</td>
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<tr>
<td>IT220</td>
<td>Network Standards and Protocols+</td>
<td>4</td>
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<td>IT251</td>
<td>Microsoft Network Operating System I+</td>
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<td>IT252</td>
<td>Microsoft Network Operating System II+</td>
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<tr>
<td>IT255</td>
<td>Linux Operating System+</td>
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<td>IT260</td>
<td>Introduction to Information Systems Security+</td>
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<td>IT260</td>
<td>Networking Application Services and Security+</td>
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<td>IT302</td>
<td>Linux System Administration+</td>
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<td>IT330</td>
<td>WANS Technology and Application+</td>
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<td>IT351</td>
<td>Network Technology and Service Integration+</td>
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<td>IT331</td>
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<td><strong>Technical Basic Courses</strong></td>
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<td>TB133</td>
<td>Strategies for the Technical Professional+</td>
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<tr>
<td>TB143</td>
<td>Introduction to Personal Computers+</td>
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<tr>
<td>TB332</td>
<td>Professional Procedures and Portfolio Development+</td>
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<td><strong>Total</strong></td>
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<td>96</td>
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</table>

*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 course program.
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 electronic 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, testing 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS3100</td>
<td>Research Methods</td>
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<tr>
<td>EN3220</td>
<td>Written Analysis</td>
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</tr>
<tr>
<td>MA3310</td>
<td>Calculus I</td>
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</tr>
<tr>
<td>MA3410</td>
<td>Calculus II</td>
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<tr>
<td>HU4640</td>
<td>Ethics</td>
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</tr>
<tr>
<td>SC4730</td>
<td>Environmental Science</td>
<td>4.5</td>
</tr>
<tr>
<td>ET3110</td>
<td>Networking and Communications</td>
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</tr>
<tr>
<td>ET3150</td>
<td>Automatic Industrial Control</td>
<td>4.5</td>
</tr>
<tr>
<td>ET3220</td>
<td>Mobile Wireless Technology</td>
<td>4.5</td>
</tr>
<tr>
<td>ET3280</td>
<td>Electrical Machines and Energy Conversion</td>
<td>4.5</td>
</tr>
<tr>
<td>ET3330</td>
<td>Telecommunications Systems and Technology</td>
<td>4.5</td>
</tr>
<tr>
<td>ET3380</td>
<td>Power Electronics</td>
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<tr>
<td>ET3430</td>
<td>Fiber Optic Communications</td>
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</tr>
<tr>
<td>ET3480</td>
<td>Power Systems</td>
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</tr>
<tr>
<td>ET4560</td>
<td>C++ Programming</td>
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<tr>
<td>ET4680</td>
<td>Green Energy Technology</td>
<td>4.5</td>
</tr>
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<td>ET4640</td>
<td>Embedded Systems</td>
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</tr>
<tr>
<td>ET4870</td>
<td>Electronic Circuit Analysis and Design I</td>
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</tr>
<tr>
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<td>Electronic Circuit Analysis and Design II</td>
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</table>

Minimum required credit hours for the Bachelor of Science 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, 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, ET2560, ET2750, ET1110 and NT1210. The course descriptions for these courses are in the Course Descriptions section of this catalog.

This course is eligible for the President's Scholarship. Refer to the Institutional Scholarships section of this catalog for further information.

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.
ELECTRONICS AND COMMUNICATIONS ENGINEERING TECHNOLOGY  
BACHELOR OF SCIENCE DEGREE

Objectives - The purpose of this program is to help graduates prepare for career opportunities in a variety of entry-level positions in various fields involving electronics engineering technology, including communication systems. Courses in this program offer an expansive foundation in electronic circuitry and communications engineering technology, through the study of subjects such as circuit analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus and additional general education coursework.

Career Opportunities - Graduates of this program may begin to pursue career opportunities in a variety of entry-level positions, such as electronics engineering technology, electronics engineering assistant, engineering sales/service representative, computer systems technician, industrial systems technician, technical consultant, telecommunications technician, communication systems installer, field service representative, engineering technician or research technician. Among the types of work environments that may use the services of graduates with the skills addressed in this program are: data and telecommunications service providers, TV and satellite services organizations, computer network sales and service organizations, entertainment industries, transportation companies, communications R&D facilities, product development departments, research and development groups, quality engineering departments, field service offices and maintenance departments.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving electronics and communications 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: 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Education Courses*</td>
<td></td>
</tr>
<tr>
<td>EG350</td>
<td>Introductory Calculus+</td>
<td>4</td>
</tr>
<tr>
<td>EG351</td>
<td>Research Methods+</td>
<td>4</td>
</tr>
<tr>
<td>EG372</td>
<td>Written Analysis+</td>
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</tr>
<tr>
<td>EG452</td>
<td>Economics and Change+</td>
<td>4</td>
</tr>
<tr>
<td>EG453</td>
<td>Contemporary World Culture+</td>
<td>4</td>
</tr>
<tr>
<td>EG454</td>
<td>Ethics+</td>
<td>4</td>
</tr>
<tr>
<td>EG455</td>
<td>Environmental Issues+</td>
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<td>Subtotal</td>
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</tr>
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<td></td>
<td>Core Courses</td>
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</tr>
<tr>
<td>ET376</td>
<td>C++ Programming</td>
<td>4</td>
</tr>
<tr>
<td>TM420</td>
<td>Advanced Topics in Technical Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>ET385</td>
<td>Data and Network Communications</td>
<td>4</td>
</tr>
<tr>
<td>ET390</td>
<td>Embedded Systems</td>
<td>4</td>
</tr>
<tr>
<td>ET495</td>
<td>Modern Wireless Communications</td>
<td>4</td>
</tr>
<tr>
<td>ET415</td>
<td>Process Control</td>
<td>4</td>
</tr>
<tr>
<td>TM420</td>
<td>Technical Calculus</td>
<td>4</td>
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<tr>
<td>ET445</td>
<td>Advanced Circuit Analysis I</td>
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<td>ET446</td>
<td>Advanced Circuit Analysis II</td>
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<td>ET455</td>
<td>Digital Communication Systems I</td>
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</tr>
<tr>
<td>ET456</td>
<td>Digital Communication Systems II</td>
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<td>ET475</td>
<td>Electronic Circuit Design I</td>
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<td>ET476</td>
<td>Electronic Circuit Design II</td>
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<td>ET485</td>
<td>Capstone Project</td>
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<td></td>
<td>Elective Courses</td>
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</tr>
<tr>
<td></td>
<td>Unspecified Elective courses+</td>
<td>34</td>
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</table>

Minimum required credit hours for the Baccalaureate degree (Grand total) 180

*In this program, these courses may be taught either completely in residence at the school, completely online over the Internet, or partially in residence and partially online, as determined by the school from time to time in its discretion. Refer to the General Education courses 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 satisfy the Unspecified Core course requirement are ET115, ET145, ET155, ET215, ET245, ET255, ET275, ET285 and ET315. The course descriptions for these courses are in the Course Descriptions section of this catalog.

+ This course is eligible for the President's Scholarship. Refer to the Institutional Scholarships section of this catalog for further information.

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 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA1210</td>
<td>College Mathematics I+</td>
<td>4.5</td>
</tr>
<tr>
<td>MA1310</td>
<td>College Mathematics II+</td>
<td>4.5</td>
</tr>
<tr>
<td>EN1320</td>
<td>Composition I+</td>
<td>4.5</td>
</tr>
<tr>
<td>EN1420</td>
<td>Composition II+</td>
<td>4.5</td>
</tr>
<tr>
<td>CO2520</td>
<td>Communications+</td>
<td>4.5</td>
</tr>
<tr>
<td>PH2530</td>
<td>Physics+</td>
<td>4.5</td>
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<tr>
<td>SP2750</td>
<td>Group Theory+</td>
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<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NT1110</td>
<td>Computer Structure and Logic+</td>
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</tr>
<tr>
<td>ET1210</td>
<td>DC-AC Electronics+</td>
<td>4.5</td>
</tr>
<tr>
<td>NT1210</td>
<td>Introduction to Networking+</td>
<td>4.5</td>
</tr>
<tr>
<td>ET1220</td>
<td>Digital Fundamentals+</td>
<td>4.5</td>
</tr>
<tr>
<td>ET1310</td>
<td>Solid State Devices+</td>
<td>4.5</td>
</tr>
<tr>
<td>ET1410</td>
<td>Integrated Circuits+</td>
<td>4.5</td>
</tr>
<tr>
<td>ET2530</td>
<td>Electronic Communications+</td>
<td>4.5</td>
</tr>
<tr>
<td>ET2560</td>
<td>Introduction to C Programming+</td>
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</tr>
<tr>
<td>ET2840</td>
<td>Microprocessors and Microcontrollers+</td>
<td>4.5</td>
</tr>
<tr>
<td>ET2750</td>
<td>Programmable Logic Controllers+</td>
<td>4.5</td>
</tr>
<tr>
<td>ET2799</td>
<td>Electrical Engineering Technology Capstone Project+</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<td><strong>49.5</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS1140</td>
<td>Problem Solving Theory+</td>
<td>4.5</td>
</tr>
<tr>
<td>GS1145</td>
<td>Strategies for the Technical Professional+</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>9.0</strong></td>
</tr>
</tbody>
</table>

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.
COMPUTER AND ELECTRONICS ENGINEERING TECHNOLOGY
ASSOCIATE OF SCIENCE DEGREE

Objectives - This program helps graduates begin to prepare for careers in a variety of entry-level positions in many fields of electronics and computer technology, such as aviation, communications, computers, consumer products, defense and research and development. The program acquaints students with certain circuits, systems and specialized techniques used in electronics and computer technology career fields and exposes students to a combination of classroom theory and practical application in a laboratory environment.

Career Opportunities - Graduates of this program may begin their careers in a variety of entry-level positions in various fields involving electronics engineering technology and computer engineering technology such as technician, electronics technician, field service representative, salesperson and computer technician.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving computer and electronics 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 - 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. Other types of specialized test equipment may be available for student use in various individual applications. 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.

<table>
<thead>
<tr>
<th>Course Outline</th>
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</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>GE117</td>
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</tbody>
</table>

+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.
SCHOOL OF DRAFTING AND DESIGN

DRAFTING AND DESIGN TECHNOLOGY
ASSOCIATE OF 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MA1210</td>
<td>College Mathematics I</td>
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<tr>
<td>MA1310</td>
<td>College Mathematics II</td>
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<tr>
<td>EN1320</td>
<td>Composition I</td>
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<tr>
<td>EN1420</td>
<td>Composition II</td>
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<td>CS2520</td>
<td>Communications</td>
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<td>PH2530</td>
<td>Physics</td>
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<td>ES2555</td>
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Core Courses

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<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>DT1110</td>
<td>Introduction to Drafting and Design Technology</td>
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<tr>
<td>DT1210</td>
<td>Rapid Visualization Techniques</td>
<td>4.5</td>
</tr>
<tr>
<td>DT1230</td>
<td>CAD Methods</td>
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<tr>
<td>DT1320</td>
<td>Building Information Modeling (BIM)</td>
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<td>DT1325</td>
<td>Sustainability in Design</td>
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<tr>
<td>DT1410</td>
<td>Materials and Processes in Design</td>
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<tr>
<td>DT1430</td>
<td>Parametric Modeling</td>
<td>4.5</td>
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<tr>
<td>DT2510</td>
<td>Advanced CAD Methods</td>
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<tr>
<td>DT2520</td>
<td>3D Civil Drafting</td>
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<tr>
<td>DT2650</td>
<td>3D Modeling and Visualization</td>
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</tr>
<tr>
<td>DT2799</td>
<td>Drafting and Design Technology Capstone Project</td>
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<td></td>
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</tbody>
</table>

General Studies Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS1140</td>
<td>Problem Solving Theory</td>
<td>4.5</td>
</tr>
<tr>
<td>GS1145</td>
<td>Strategies for the Technical Professional</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>9.0</strong></td>
</tr>
</tbody>
</table>

Program Total: 90.0

^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.
GRAPHIC COMMUNICATIONS AND DESIGN
ASSOCIATE OF SCIENCE DEGREE

**Objectives** - This program exposes students to fundamental skills utilized in entry-level graphic design, visual communications and related positions. The program can help students explore communicating ideas and concepts through print and interactive multimedia communication. The program emphasizes creativity, visualization, and critical thinking to help students generate technologically appropriate, functional, and aesthetically pleasing solutions for graphic communications and design 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 graphic communications and design which may include the production of interactive multimedia, print media, and other communications at a variety of organizations.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving graphic communications and design.

**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, video cameras, 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 35 students. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

**Program Outline**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA1210</td>
<td>College Mathematics I+</td>
<td>4.5</td>
</tr>
<tr>
<td>EN1320</td>
<td>Composition I+</td>
<td>4.5</td>
</tr>
<tr>
<td>EN1420</td>
<td>Composition II+</td>
<td>4.5</td>
</tr>
<tr>
<td>AR1440</td>
<td>Art Appreciation+</td>
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<tr>
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<td>Communication+</td>
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<td>Fundamentals of Design+</td>
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<td>DT1210</td>
<td>Rapid Visualization Techniques+</td>
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<tr>
<td>GC1220</td>
<td>Fundamentals of Typography+</td>
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</tr>
<tr>
<td>GC1320</td>
<td>Advanced Photoshop+</td>
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<tr>
<td>GC1330</td>
<td>3D Modeling Techniques+</td>
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<tr>
<td>GC1430</td>
<td>Video Production Techniques+</td>
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</tr>
<tr>
<td>GC1435</td>
<td>Interactive Design with Flash+</td>
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</tr>
<tr>
<td>GC2520</td>
<td>Sustainable Graphic Design+</td>
<td>4.5</td>
</tr>
<tr>
<td>GC2530</td>
<td>Animation+</td>
<td>4.5</td>
</tr>
<tr>
<td>GC2620</td>
<td>Digital Process and Production Processes+</td>
<td>4.5</td>
</tr>
<tr>
<td>GC2630</td>
<td>Graphic Design for the Web+</td>
<td>4.5</td>
</tr>
<tr>
<td>GC2799</td>
<td>Graphic Communications and Design Capstone Project+</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>54.0</strong></td>
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</tr>
<tr>
<td>GS1140</td>
<td>Problem Solving Theory+</td>
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<tr>
<td>GS1145</td>
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<tr>
<td><strong>Subtotal</strong></td>
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</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>90.0</strong></td>
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</tr>
</tbody>
</table>

*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.
COMPUTER DRAFTING AND DESIGN
ASSOCIATE OF SCIENCE DEGREE

Objectives - Drafting is a graphic language used by industry to communicate ideas and plans from the creative-design stage through production. Computer drafting and design is one way to produce drawings in traditional design and drafting fields. This program combines wherever appropriate computer-aided drafting with conventional methods of graphic communication to solve drafting and basic design-related problems. The program will help graduates prepare to work in entry-level positions in many diverse areas of technical drafting and design.

Students will be exposed to both classroom theory and laboratory projects. Students will be required to create a variety of drawings of various sizes on different drawing media, and will use conventional as well as computer-aided drafting equipment.

The goal of the Computer Drafting and Design program is to help the student acquire the skills to enter the workplace as a versatile drafterperson able to make basic design decisions and capable of addressing the challenges of future technological advances in the drafting and design profession.

Career Opportunities - Many industries use drafters who can translate ideas, sketches and specifications of an engineer, architect or designer into complete and accurate working plans needed to make products, engineer projects or create structures. Graduates may begin their careers in a variety of entry-level positions in various fields involving drafting and design, some of which include mechanical drafting, piping drafting, architectural and construction drafting, civil drafting, interior design, illustration and design detailing. The availability of micro-CAD systems has enabled even small drafting firms to utilize computer-aided drafting and design.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving computer drafting and design.

Admission Requirements - Refer to the Admission section of this catalog for information relating to 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 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE117</td>
<td>Composition I+</td>
<td>4</td>
</tr>
<tr>
<td>GE127</td>
<td>College Mathematics I+</td>
<td>4</td>
</tr>
<tr>
<td>GE129</td>
<td>Problem Solving+</td>
<td>4</td>
</tr>
<tr>
<td>GE192</td>
<td>College Mathematics II+</td>
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</tr>
<tr>
<td>GE217</td>
<td>Composition II+</td>
<td>4</td>
</tr>
<tr>
<td>GE253</td>
<td>Physics+</td>
<td>4</td>
</tr>
<tr>
<td>GE273</td>
<td>Microeconomics+</td>
<td>4</td>
</tr>
<tr>
<td>GE117</td>
<td>Composition I+</td>
<td>4</td>
</tr>
<tr>
<td>GE127</td>
<td>College Mathematics I+</td>
<td>4</td>
</tr>
<tr>
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<td>College Mathematics II+</td>
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<tr>
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<td>Composition II+</td>
<td>4</td>
</tr>
<tr>
<td>GE253</td>
<td>Physics+</td>
<td>4</td>
</tr>
<tr>
<td>GE273</td>
<td>Microeconomics+</td>
<td>4</td>
</tr>
<tr>
<td>GE117</td>
<td>Composition I+</td>
<td>4</td>
</tr>
<tr>
<td>GE127</td>
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</tr>
<tr>
<td>GE192</td>
<td>College Mathematics II+</td>
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</tr>
<tr>
<td>GE217</td>
<td>Composition II+</td>
<td>4</td>
</tr>
<tr>
<td>GE253</td>
<td>Physics+</td>
<td>4</td>
</tr>
<tr>
<td>GE273</td>
<td>Microeconomics+</td>
<td>4</td>
</tr>
<tr>
<td>GE117</td>
<td>Composition I+</td>
<td>4</td>
</tr>
<tr>
<td>GE127</td>
<td>College Mathematics I+</td>
<td>4</td>
</tr>
<tr>
<td>GE192</td>
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<td>Composition II+</td>
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</tr>
<tr>
<td>GE253</td>
<td>Physics+</td>
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<tr>
<td>GE273</td>
<td>Microeconomics+</td>
<td>4</td>
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<tr>
<td>CD111</td>
<td>Introduction to Design and Drafting</td>
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<tr>
<td>CD121</td>
<td>Drafting/CAD Methods</td>
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<tr>
<td>CD130</td>
<td>Architectural Drafting I</td>
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<tr>
<td>CD140</td>
<td>Rapid Visualization</td>
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<tr>
<td>CD210</td>
<td>Engineering Graphics I</td>
<td>4</td>
</tr>
<tr>
<td>CD220</td>
<td>Materials and Processes</td>
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<tr>
<td>CD230</td>
<td>Architectural Drafting II</td>
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<tr>
<td>CD240</td>
<td>Descriptive Geometry</td>
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<tr>
<td>CD245</td>
<td>Sustainable Design</td>
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<tr>
<td>CD250</td>
<td>Engineering Graphics II</td>
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<tr>
<td>CD251</td>
<td>Civil Drafting and Introduction to GIS</td>
<td>4</td>
</tr>
<tr>
<td>CD320</td>
<td>Basic Design Theory and Methods</td>
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<tr>
<td>CD331</td>
<td>Design and Drafting Capstone Project</td>
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<tr>
<td>CD340</td>
<td>Physical and Computer-Aided 3D Modeling</td>
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<tr>
<td>TB133</td>
<td>Strategies for the Technical Professional+</td>
<td>4</td>
</tr>
<tr>
<td>TB143</td>
<td>Introduction to Personal Computers+</td>
<td>4</td>
</tr>
<tr>
<td>TB332</td>
<td>Professional Procedures and Portfolio Development+</td>
<td>4</td>
</tr>
</tbody>
</table>

- 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.

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VISUAL COMMUNICATIONS
ASSOCIATE OF SCIENCE DEGREE

Objectives: The purpose of this program is to help students prepare for entry-level positions in visual communications related professions. The curriculum of the program consists of a foundation core of design and general education courses, followed by studies in multimedia applications. The Visual Communications program can help graduates prepare to perform tasks associated with designing and creating interactive multimedia communications and print communications. Additional curriculum topics, investigated through classroom and laboratory experiences, include graphic design, multimedia applications and other related technical subjects.

Career Opportunities: Graduates of this program may pursue careers in a variety of entry-level positions involving the design and production of digital media, print media and a variety of applications used in corporate and public communications.

Graduates who have difficulty distinguishing colors may not be able to perform the essential functions of various positions involving visual communications.

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, video cameras, 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE117</td>
<td>Composition I+</td>
<td>4</td>
</tr>
<tr>
<td>GE127</td>
<td>College Mathematics I+</td>
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</tr>
<tr>
<td>GE184</td>
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<tr>
<td>GE192</td>
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</tr>
<tr>
<td>GE217</td>
<td>Composition II+</td>
<td>4</td>
</tr>
<tr>
<td>GE267</td>
<td>Group Dynamics+</td>
<td>4</td>
</tr>
<tr>
<td>GE264</td>
<td>Art Appreciation+</td>
<td>4</td>
</tr>
<tr>
<td>VC100</td>
<td>Introduction to Design</td>
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<tr>
<td>IT107</td>
<td>Instructional Design</td>
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<tr>
<td>VC110</td>
<td>Typography</td>
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</tr>
<tr>
<td>VC130</td>
<td>Digital Type and Image Manipulation</td>
<td>4</td>
</tr>
<tr>
<td>CD140</td>
<td>Rapid Visualization</td>
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<tr>
<td>VC210</td>
<td>Modeling in 3D</td>
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<tr>
<td>IT212</td>
<td>Broadcast Graphics</td>
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<tr>
<td>VC215</td>
<td>Interactive Communication Design</td>
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<tr>
<td>VC220</td>
<td>Graphic Design Production Processes</td>
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<td>VC221</td>
<td>Visual Design for the Web</td>
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<td>VC240</td>
<td>Design Project</td>
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<td>IT309</td>
<td>Animation I</td>
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<tr>
<td>IT310</td>
<td>Audio/Video Techniques</td>
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<tr>
<td>IT311</td>
<td>Animation II</td>
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<td>TB133</td>
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<td>4</td>
</tr>
<tr>
<td>TB332</td>
<td>Professional Procedures and Portfolio Development+</td>
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</tbody>
</table>

Program Total 96

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 the 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.

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SCHOOL OF BUSINESS

BUSINESS MANAGEMENT
BACHELOR OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students are exposed to a variety of concepts in marketing, sales, accounting, communications, finance, and management. Students are also exposed to teamwork concepts, technology, and 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 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 to the school 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses*</td>
<td></td>
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</tr>
<tr>
<td>MA3110</td>
<td>Statistics*</td>
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<tr>
<td>PY3150</td>
<td>Psychology*</td>
<td>4.5</td>
</tr>
<tr>
<td>SS3150</td>
<td>Research Methods*</td>
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<tr>
<td>EN3220</td>
<td>Written Analysis*</td>
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</tr>
<tr>
<td>SP3450</td>
<td>Social Psychology*</td>
<td>4.5</td>
</tr>
<tr>
<td>HU4640</td>
<td>Ethics*</td>
<td>4.5</td>
</tr>
<tr>
<td>SC4730</td>
<td>Environmental Science*</td>
<td>4.5</td>
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Subtotal 54.0

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Core Courses</td>
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</tr>
<tr>
<td>BU3110</td>
<td>Business Negotiation*</td>
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<tr>
<td>BM3110</td>
<td>Introduction to Project Management*</td>
<td>4.5</td>
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<tr>
<td>BU3210</td>
<td>Quality Management*</td>
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<tr>
<td>MG3250</td>
<td>Trends in Leadership*</td>
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<tr>
<td>BU3310</td>
<td>Operations Management*</td>
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<tr>
<td>BU3315</td>
<td>Quantitative Analysis*</td>
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<td>FN3440</td>
<td>Corporate Finance*</td>
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<td>MK4530</td>
<td>Marketing Management*</td>
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<tr>
<td>MG4530</td>
<td>Management of Business Teams*</td>
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</tr>
<tr>
<td>BU4610</td>
<td>Business Forecasting*</td>
<td>4.5</td>
</tr>
<tr>
<td>BU4630</td>
<td>Business Policy*</td>
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<tr>
<td>BU4799</td>
<td>Business Management Capstone Project*</td>
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Subtotal 103.5

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Elective Courses</td>
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<tr>
<td>Unspecified Elective courses*</td>
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</tr>
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</table>

Subtotal 45.0

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: marketing, sales, accounting, communications, finance, and management. Courses offered at this school that may satisfy the Unspecified Core course requirement are AC1220, AC1320, AC1420, BU1110, BU1410, BU2620, BU2760, MG1350, MG2650 and MG2530. The course descriptions for these courses are in the Course Descriptions section of this catalog.

G This course is eligible for the President's Scholarship. Refer to the Institutional Scholarships section of this catalog for further information.

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, review 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.
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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA3110</td>
<td>Statistics*</td>
<td>4.5</td>
</tr>
<tr>
<td>PY3150</td>
<td>Psychology*</td>
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<tr>
<td>SC4730</td>
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<td></td>
<td><strong>General Education Courses</strong></td>
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<td><strong>Core Courses</strong></td>
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<tr>
<td>BU3110</td>
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<tr>
<td>FM3140</td>
<td>Introduction to Project Management*</td>
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</tr>
<tr>
<td>PM3220</td>
<td>Accounting and Finance for Business*</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3225</td>
<td>Project Communication and Documentation*</td>
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</tr>
<tr>
<td>PM3225</td>
<td>Project Management Tools and Techniques*</td>
<td>4.5</td>
</tr>
<tr>
<td>BU3315</td>
<td>Quantitative Analysis*</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3320</td>
<td>Project Cost and Budget Management*</td>
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</tr>
<tr>
<td>PM3325</td>
<td>Project Quality Management*</td>
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<tr>
<td>PM3325</td>
<td>Procurement and Contract Management*</td>
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<td>PM430</td>
<td>Management of Global Projects*</td>
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<tr>
<td>PM420</td>
<td>Project Risk Management*</td>
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<td>MG4350</td>
<td>Team Leadership*</td>
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<tr>
<td>PM4799</td>
<td>Project Management and Administration Capstone Project*</td>
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<td><strong>Elective Courses</strong></td>
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<tr>
<td></td>
<td><strong>Minimum required credit hours for the Baccalaureate degree (Grand Total)</strong></td>
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### General Education Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA3110</td>
<td>Statistics+</td>
<td>4.5</td>
</tr>
<tr>
<td>PY3150</td>
<td>Psychology+</td>
<td>4.5</td>
</tr>
<tr>
<td>SS3150</td>
<td>Research Methods+</td>
<td>4.5</td>
</tr>
<tr>
<td>EN3220</td>
<td>Written Analysis+</td>
<td>4.5</td>
</tr>
<tr>
<td>SP3450</td>
<td>Social Psychology+</td>
<td>4.5</td>
</tr>
<tr>
<td>HI4640</td>
<td>Ethics+</td>
<td>4.5</td>
</tr>
<tr>
<td>SC4730</td>
<td>Environmental Science+</td>
<td>4.5</td>
</tr>
</tbody>
</table>

### Core Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM3110</td>
<td>Introduction to Project Management+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3150</td>
<td>Construction Techniques+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3220</td>
<td>Project Communication and Documentation+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3225</td>
<td>Project Management Tools and Techniques+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3320</td>
<td>Project Cost and Budget Management+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3325</td>
<td>Project Quality Management+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3430</td>
<td>Procurement and Contract Management+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3450</td>
<td>Building Codes+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM4730</td>
<td>Management of Global Projects+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM4550</td>
<td>Construction Cost Estimating+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM4620</td>
<td>Project Risk Management+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM4650</td>
<td>Construction Project Scheduling+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM4797</td>
<td>Project Management and Administration--Construction Option Capstone Project+</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Subtotal: 54.0

### Elective Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM3110</td>
<td>Introduction to Project Management+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3150</td>
<td>Construction Techniques+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3220</td>
<td>Project Communication and Documentation+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3225</td>
<td>Project Management Tools and Techniques+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3320</td>
<td>Project Cost and Budget Management+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3325</td>
<td>Project Quality Management+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3430</td>
<td>Procurement and Contract Management+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM3450</td>
<td>Building Codes+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM4730</td>
<td>Management of Global Projects+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM4550</td>
<td>Construction Cost Estimating+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM4620</td>
<td>Project Risk Management+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM4650</td>
<td>Construction Project Scheduling+</td>
<td>4.5</td>
</tr>
<tr>
<td>PM4797</td>
<td>Project Management and Administration--Construction Option Capstone Project+</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Subtotal: 103.5

Minimum required credit hours for the Baccalaureate degree (Grand Total): 180.0

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In this program, these courses 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.**

* This course is eligible for the President's Scholarship. Refer to the Institutional Scholarships section of this catalog for further information.

**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 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 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA1210</td>
<td>College Mathematics</td>
<td>4.5</td>
</tr>
<tr>
<td>EN1320</td>
<td>Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>EN1420</td>
<td>Composition II</td>
<td>4.5</td>
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<tr>
<td>CO2520</td>
<td>Communications</td>
<td>4.5</td>
</tr>
<tr>
<td>ES2550</td>
<td>Microeconomics</td>
<td>4.5</td>
</tr>
<tr>
<td>ES2560</td>
<td>Macroeconomics</td>
<td>4.5</td>
</tr>
<tr>
<td>BU1110</td>
<td>Introduction to Business</td>
<td>4.5</td>
</tr>
<tr>
<td>AC1220</td>
<td>Accounting Principles I</td>
<td>4.5</td>
</tr>
<tr>
<td>AC1320</td>
<td>Accounting Principles II</td>
<td>4.5</td>
</tr>
<tr>
<td>MG1350</td>
<td>Fundamentals of Supervision</td>
<td>4.5</td>
</tr>
<tr>
<td>BU1410</td>
<td>Management Information Systems</td>
<td>4.5</td>
</tr>
<tr>
<td>AC1420</td>
<td>Financial Accounting</td>
<td>4.5</td>
</tr>
<tr>
<td>MK2530</td>
<td>Fundamentals of Marketing</td>
<td>4.5</td>
</tr>
<tr>
<td>BU2620</td>
<td>Fundamentals of Business Communications</td>
<td>4.5</td>
</tr>
<tr>
<td>FN2640</td>
<td>Fundamentals of Finance</td>
<td>4.5</td>
</tr>
<tr>
<td>MG2650</td>
<td>Fundamentals of Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BU2760</td>
<td>Business Law</td>
<td>4.5</td>
</tr>
<tr>
<td>BU2799</td>
<td>Business Management Capstone Project</td>
<td>4.5</td>
</tr>
<tr>
<td>GS1140</td>
<td>Problem Solving Theory</td>
<td>4.5</td>
</tr>
<tr>
<td>GS1145</td>
<td>Strategies for the Technical Professional</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Subtotal: 90.0

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 CRIMINAL JUSTICE

CRIMINAL JUSTICE
BACHELOR OF SCIENCE DEGREE

Objectives - This program teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence and criminology. Areas of study include law enforcement, the courts and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. The upper level courses enhance the study of the criminal justice system and expand into areas such as criminology, psychology and forensic investigations. The curriculum is designed to offer a balance of theory and application used in the field by integrating interpersonal skills and administrative subject matter. Students will examine the criminal justice process and study interpersonal communication skills. The program offers an interdisciplinary study of the mechanisms of social control, criminology and criminal justice in American society. Program content includes communication, criminal law and procedures, cybercrime and homeland security issues as well as technology skills. This program can help graduates cultivate particular human relations skills appropriate to the industry and an understanding of the causes and prevention of crime.

Career Opportunities - This program can help graduates prepare for careers in community corrections, the private investigation and security fields and law enforcement. Upon completion of the program, graduates will have developed knowledge and skills that can be used to graduate to a leadership position involving a broad spectrum of criminal justice careers in the private sector involving workplace security, private investigations, and insurance investigations as private detectives, safety officers and security patrol officers. The program also offers the academic preparation for pursuit entry-level positions involving criminal justice, such as local, state and federal law enforcement jobs in policing*, crime commissions, parole and probation, corrections and court systems.

*This program of study may not qualify a graduate for a career in law enforcement involving employment as a police officer or agent by federal, state, county, local or municipal authorities. An applicant must contact the applicable governmental authority prior to beginning the program at the school to determine if there are any specific requirements or qualifications that a candidate must satisfy to be eligible for employment as a police officer or agent by that authority. These requirements and/or qualifications may include, among other things, that a candidate must: (a) successfully complete an academy or other specialized training; (b) be younger than a certain age; (c) pass a physical, mental and/or personality examination; (d) pass a background check; (e) not have a criminal record; (f) be a graduate from an institution that is regionally accredited (as opposed to nationally accredited, such as ITI's technical institute); (g) complete a certain number of credit hours or a certain type of degree program at an accredited postsecondary educational institution; (h) have served a certain number of years in the military; (i) have a certain number of years of prior law enforcement experience; (j) be a U.S. citizen and/or a resident of the governmental authority's jurisdiction; (k) have earned a bachelor or graduate degree in certain areas of study; and/or (l) have a valid driver's license.

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, networking hubs, patch panels, print servers and other common computer peripherals. Refer to Student Equipment in the Online Course Information section of this catalog for information relating to student equipment requirements for the distance education courses that are taught online through 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.

<table>
<thead>
<tr>
<th>Program Outline</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
<td>GE175 American Government+</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>GE375 Psychology+</td>
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<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>CJ312 Correctional Operation and Administration+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ323 Constitutional Law+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ334 Crime Prevention+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ345 Victimology+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ354 Community Policing+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ355 Multicultural Law Enforcement+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ436 Substance Abuse and Crime in America+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ439 Juvenile Justice+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ445 Spatial Aspects of Crime+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ446 The Criminalistics of Computer Forensics+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ456 Controversial Issues in Law Enforcement+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ464 Homeland Security+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CJ475 Bachelor's Thesis+</td>
<td>4</td>
</tr>
<tr>
<td><strong>Technical Basic Courses</strong></td>
<td></td>
<td>12</td>
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<tr>
<td></td>
<td>TB133 Strategies for the Technical Professional+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>TB433 Introduction to Personal Computers+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>TB333 Professional Procedures and Portfolio Development+</td>
<td>4</td>
</tr>
</tbody>
</table>

**Minimum required credit hours for the Baccalaureate Degree (Grand total)** 180

In this program, 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: criminal law, introduction to criminal justice, criminal justice organization and administration: law enforcement and policing; law enforcement reporting and recording; criminal investigation; and computer science. Courses offered at this school that satisfy the Unspecified Core courses requirement are CJ123, CJ131, CJ132, CJ133, CJ151, CJ152, CJ211, CJ241, CJ242, CJ243, CJ253, CJ255, CJ261, CJ264, CJ270 and CJ299. The course descriptions for these courses are in the Course Descriptions section of this catalog.

For the Core Courses, this course is eligible for the President's Scholarship. For the Unspecified General Education courses, only those courses beginning with the letters "EG" are eligible for the President's Scholarship. Refer to the Institutional Scholarships section of this catalog for further information.

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 course program.
CRIMINOLOGY AND FORENSIC TECHNOLOGY
ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental knowledge and skills utilized in the field of criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics and investigations. This program contains report writing, communications, problem solving and computer coursework designed to help students prepare for entry-level positions in the field of criminal justice.

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 corrections, criminology and investigative positions.

*This program of study may not qualify a graduate for a career in law enforcement involving employment as a police officer or agent by federal, state, county, local or municipal authorities. An applicant must contact the applicable governmental authority prior to beginning the program at the school to determine if there are any specific requirements and/or qualifications that a candidate must satisfy to be eligible for employment as a police officer or agent by that authority. Those requirements and/or qualifications may include, among other things, that a candidate must: (a) successfully complete an academy or other specialized training; (b) be younger than a certain age; (c) pass a physical, mental and/or personality examination; (d) pass a background check; (e) not have a criminal record; (f) be a graduate from an institution that is regionally accredited (as opposed to nationally accredited, such as ITT Technical Institute); (g) complete a certain number of credit hours or a certain type of degree program at an accredited postsecondary educational institution; (h) have served a certain number of years in the military; (i) have a certain number of years of prior law enforcement experience; (j) be a U.S. citizen and/or a resident of the governmental authority’s jurisdiction; (k) have earned a bachelor or graduate degree in certain areas of study; and/or (l) have a valid driver’s license.

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 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**

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<tr>
<th>Course Outline</th>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses**</td>
<td>SC1130</td>
<td>Survey of the Sciences+</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>MA1210</td>
<td>College Mathematics I+</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>EN1320</td>
<td>Composition I+</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>PS1550</td>
<td>American Government+</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>EN1420</td>
<td>Composition II+</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>CO2520</td>
<td>Communications+</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Core Courses

| CORE COURSES | C J1110 | Introduction to Criminal Justice+ | 4.5 |
|              | C J1210 | Criminology+ | 4.5 |
|              | C J2280 | Fundamentals of Law Enforcement+ | 4.5 |
|              | C J3190 | Criminal Justice Report Writing+ | 4.5 |
|              | C J3320 | Criminal Justice Report Writing+ | 4.5 |
|              | C J4400 | Fundamentals of Criminal Law+ | 4.5 |
|              | C J4700 | Criminalistics+ | 4.5 |
|              | C J5700 | Forensic Technology+ | 4.5 |
|              | C J6700 | Computer Forensics+ | 4.5 |
|              | C J7979 | Criminalistics and Forensic Technology Capstone Project+ | 4.5 |

General Studies Courses

| GENERAL STUDIES COURSES | GS1140 | Problem Solving Theory+ | 4.5 |
|                        | GS1145 | Strategies for the Technical Professional+ | 4.5 |

Elective Core Courses

- Unspecified Elective Core course+***

+ 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. Students must satisfactorily complete 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.

***Courses offered at this school that satisfy the Unspecified Elective Core course requirement are C J2640, C J2650 and C J2699. The course descriptions for these courses are in the Course Descriptions section of the catalog. The C J2699 course involves an externship. Externship opportunities are limited and may not be available every quarter or for every student who desires to take C J2699. Any student interested in C J2699 must apply for and be selected for any externship opportunity that may be available at that time.

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.
CRIMINAL JUSTICE
ASSOCIATE OF SCIENCE DEGREE

Objective: This program teaches fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence, and criminology. Areas of study include law enforcement, the courts, and corrections. Students are taught about the legal system and how to develop technical skills used in the criminal justice environment. The curriculum is designed to provide a balance of theory and application and is designed to be used in a variety of educational contexts.

Career Opportunities: The program can help students prepare for careers in community corrections, private investigation and security fields, and law enforcement. It can also help students develop the skills necessary for careers in 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 about student requirements and qualifications.

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 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE115</td>
<td>American Government+</td>
<td>4</td>
</tr>
<tr>
<td>GE116</td>
<td>Psychology+</td>
<td>4</td>
</tr>
<tr>
<td>GE117</td>
<td>General Education Courses**</td>
<td>Subtotal 28</td>
</tr>
<tr>
<td>CJ123</td>
<td>Criminal Law+</td>
<td>4</td>
</tr>
<tr>
<td>CJ131</td>
<td>Introduction to Criminal Justice+</td>
<td>4</td>
</tr>
<tr>
<td>CJ132</td>
<td>Criminal Justice Organization and Administration+</td>
<td>4</td>
</tr>
<tr>
<td>CJ133</td>
<td>Criminology+</td>
<td>4</td>
</tr>
<tr>
<td>CJ151</td>
<td>Principles of Policing and Law Enforcement+</td>
<td>4</td>
</tr>
<tr>
<td>CJ152</td>
<td>Law Enforcement Reporting and Recording+</td>
<td>4</td>
</tr>
<tr>
<td>CJ211</td>
<td>Correctional Programs: Probation and Parole+</td>
<td>4</td>
</tr>
<tr>
<td>CJ241</td>
<td>Criminal Investigation+</td>
<td>4</td>
</tr>
<tr>
<td>CJ242</td>
<td>Forensics and Crime Scene Investigation+</td>
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<tr>
<td>CJ243</td>
<td>The Criminology of Cybercrime+</td>
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<td>CJ261</td>
<td>Essentials of Security+</td>
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<td>CJ266</td>
<td>Criminal Justice Operations+</td>
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<td>CB143</td>
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<td>CB332</td>
<td>Professional Procedures and Portfolio Development+</td>
<td>4</td>
</tr>
<tr>
<td>CB133</td>
<td>Introduction to Personal Computing+</td>
<td>6</td>
</tr>
<tr>
<td>CB143</td>
<td>Introduction to Personal Computing+</td>
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</tr>
<tr>
<td>CB332</td>
<td>Professional Procedures and Portfolio Development+</td>
<td>4</td>
</tr>
<tr>
<td>CB332</td>
<td>Professional Procedures and Portfolio Development+</td>
<td>4</td>
</tr>
<tr>
<td>CB133</td>
<td>Introduction to Personal Computing+</td>
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</tbody>
</table>

Elective Core Courses: Unspecified Elective Core courses, 4 hours

- In this program, these courses may be taught either completely in residence at the school, completely online over the Internet, or a combination of both. The school determines the ratio of distance education courses to regular courses.

- Refer to the Course Descriptions section of this catalog for information relating to the courses that are offered 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 taught online at the school in a supervised setting.

- General Education courses include courses in the humanities, composition, mathematics, the sciences, and the social sciences. Students must satisfactorily complete 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.

- The course descriptions for these courses are in the Course Descriptions section of the catalog. The CJ270 course involves an externship. Externship opportunities are limited and may not be available every quarter or for every student who desires to take CJ270. Any student interested in CJ270 must apply for and be selected for externship opportunities. The opportunity may not be available at that time.

**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, change the number of credit hours in the program or in any program course.
PARALEGAL
ASSOCIATE OF SCIENCE DEGREE

Objectives - This program exposes students to fundamental skills utilized in a variety of entry-level paralegal and legal assistant positions and offers a foundation to help students develop knowledge and skills. The program introduces the fundamentals of ethics, legal research and writing, law office technology and specific areas of the law, such as criminal law, family law, wills, trusts and estates, and litigation, among others. 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 paralegal and legal assistant 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 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC1130</td>
<td>Survey of the Sciences+</td>
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</tr>
<tr>
<td>MA1210</td>
<td>College Mathematics I+</td>
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</tr>
<tr>
<td>EN1320</td>
<td>Composition I+</td>
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<tr>
<td>PS1350</td>
<td>American Government+</td>
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</tr>
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<td>EN1420</td>
<td>Composition II+</td>
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<td>CO2520</td>
<td>Communications+</td>
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<td>PL1110</td>
<td>Introduction to Paralegal+</td>
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<td>Research and Writing for the Paralegal I+</td>
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<tr>
<td>PL1250</td>
<td>Law Office Technology+</td>
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<td>PL1310</td>
<td>Introduction to Civil Litigation+</td>
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<tr>
<td>PL1340</td>
<td>Research and Writing for the Paralegal II+</td>
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<td>PL1410</td>
<td>Fundamentals of Tort Law+</td>
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<td>LE1430</td>
<td>Fundamentals of Criminal Law+</td>
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<td>PL2520</td>
<td>Fundamentals of Family Law+</td>
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<td>PL2525</td>
<td>Fundamentals of Contract Law+</td>
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<td>LE2630</td>
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+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 Core course requirement are BU2760, PL2610, PL2615 and PL2699. The course descriptions for these courses are in the Course Descriptions section of the catalog. The PL2699 course involves an externship. Externship opportunities are limited and may not be available every quarter or for every student who desires to take PL2699. Any student interested in PL2699 must apply for and be selected for any externship opportunity that may be available at that time.

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.
PARALEGAL STUDIES
ASSOCIATE OF SCIENCE DEGREE

Objectives - The purpose of this program is to help students prepare for entry-level positions as paralegals. Areas of study include ethics, legal research and writing, law office technology, and specific areas of the law, such as criminal law, corporate law and litigation, among others. The program is also intended to help the student develop problem-solving and critical thinking skills.

Career Opportunities - Graduates of this program may begin their career in a variety of entry-level positions such as corporate paralegal, real estate paralegal, litigation paralegal, and court paralegal.

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, 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

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Course Number</th>
<th>Course Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>General Education Courses</td>
<td>GE117</td>
<td>Composition I+</td>
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<td></td>
<td>GE127</td>
<td>College Mathematics I+</td>
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<td>GE150</td>
<td>Survey of the Sciences+</td>
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<td>GE172</td>
<td>State and Local Government+</td>
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<td>GE184</td>
<td>Problem Solving+</td>
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<td>GE17</td>
<td>Composition II+</td>
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<td>GE375</td>
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<td>PL102</td>
<td>Ethics for Paralegal+</td>
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<td>PL103</td>
<td>Technology in the Law Office+</td>
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<td>PL104</td>
<td>Wills, Trusts and Estates+</td>
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<td>PL105</td>
<td>Real Estate Law+</td>
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<td>CJ123</td>
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<td>PL201</td>
<td>Family Law+</td>
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<td>PL202</td>
<td>Civil Litigation+</td>
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<td>PL206</td>
<td>Legal Research and Writing II+</td>
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<td>PL207</td>
<td>Contract Law+</td>
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<td>TB150</td>
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</table>

*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.

*Courses offered at this school that satisfy the Unspecified Elective Core course requirement are BU222, CJ333 and PL270. The course descriptions for these courses are in the Course Descriptions section of the catalog. The PL270 course involves an externship. Externship opportunities are limited and may not be available every quarter or for every student who desires to take PL270. Any student interested in PL270 must apply for and be selected for any externship opportunity that may be available at that time.

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

AR, CO, EC, EG, EN, ES, GE, MA, PH, PS, SC and SP courses = General Education
AC, BU, CD, CJ, DT, EC, ET, FN, GC, HR, IS, IT, LE, MC, MG, MK, NT, PL, PM, PT, TM and VC courses = Core
TB courses = Technical Basic
GS courses = General Studies

General Education Courses

GE117 Composition I
A 4 credit hour Composition course
This course covers phases of the writing process, with special emphasis on the structure of writing and techniques for writing clearly, precisely and persuasively. Prerequisite or Corequisite: TB133 Strategies for the Technical Professional or equivalent

GE127 College Mathematics I
A 4 credit hour Mathematics course
This course will include, but is not limited to, the following concepts: quadratic, polynomial and radical equations, linear functions and their graphs, systems of linear equations, functions and their properties and triangles and trigonometric functions. Activities will include solving problems and using appropriate technological tools. Prerequisite: GE184 Problem Solving or TB184 Problem Solving or GE150 Survey of the Sciences or equivalent; Prerequisite or Corequisite: TB133 Strategies for the Technical Professional or equivalent

GE150 Survey of the Sciences
A 4 credit hour Science course
This survey course is designed to familiarize the student with the methods of rational inquiry and problem solving in the physical sciences. Students will explore a selection of topics in the scientific fields including physics, chemistry, biology and earth science to develop basic scientific literacy and the ability to critically analyze issues of science.

GE175 American Government
A 4 credit hour Social Science course
This course covers principles and theory related to the United States government, including the development and foundations of the Constitution, the organization and function of the federal government including the legislative, executive and judicial branches, political parties and the electoral process, and the relationship between states and the federal government. Prerequisite: GE117 Composition I or equivalent

GE184 Problem Solving
A 4 credit hour Science course
This course introduces students to problem solving techniques and helps them apply the tools of critical reading, analytical thinking and mathematics to help solve problems in practical applications.

GE192 College Mathematics II
A 4 credit hour Mathematics course
This course will include, but is not limited to, the following concepts: exponential and logarithmic equations and functions, graphs of trigonometric functions, trigonometric equations, polar coordinates, oblique triangles, vectors and sequences. Prerequisite: GE127 College Mathematics I or equivalent

GE217 Composition II
A 4 credit hour Humanities course
This course focuses on appropriate rhetoric structures and styles for analytical and argumentative writing. Emphasis is placed on critical thinking, reading skills and elements of research in the information age. Prerequisite: GE117 Composition I or equivalent

GE253 Physics
A 4 credit hour Science course
Students in this course study the concepts of general physics. Practical applications demonstrate the theory. Prerequisite: GE192 College Mathematics II or equivalent

GE273 Microeconomics
A 4 credit hour Social Science course
This course introduces the economic way of thinking as it provides the basic principles of microeconomics. It is the study of choices made by households, firms, and government and how these choices impact the market economy. Prerequisites: GE117 Composition I or equivalent, GE127 College Mathematics I or equivalent
GE347 Group Dynamics
A 4 credit hour Social Science course
In this course, students examine elements of successful teams and small decision-making groups. Emphasis is on communication, critical thinking and group process techniques. **Prerequisite: GE117 Composition I or equivalent**

EG351 Social Psychology
A 4 credit hour Social Science course
This course introduces theories and principles of how an individual's thoughts, feelings and actions are influenced by their social interaction. This course focuses on how to apply these principles to understanding our dynamic world. **Prerequisites: EG372 Written Analysis or equivalent, An introductory level Social Science course**

EG360 Introductory Calculus
A 4 credit hour Mathematics course
This course is an introduction to differential and integral calculus. This course will include, but is not limited to, the following concepts: limits, derivatives, antiderivatives and antidifferentiation, and both indefinite and definite integrals. **Prerequisite: GE192 College Mathematics II or equivalent**

GE364 Art Appreciation
A 4 credit hour Humanities course
This course is a basic introduction to visual art, focusing primarily on drawing, painting, printmaking, sculpture and architecture. Students will examine well-known works of art through the study of content, technique, form and purpose.

EG371 Research Methods
A 4 credit hour Social Science course
This course offers a step-by-step, systematic approach to conducting research. Emphasis is on using critical thinking, efficient research techniques and the ITT Tech Virtual Library to produce an in-depth white paper. **Prerequisite: GE117 Composition I or equivalent**

EG372 Written Analysis
A 4 credit hour Composition course
This upper level writing course focuses on writing analytical documents. Areas of study include principles and techniques of drafting and refining an analysis of a complex document or situation. **Prerequisites: EG371 Research Methods or equivalent, GE217 Composition II or equivalent**

GE375 Psychology
A 4 credit hour Social Science course
This course introduces psychological theories from behavioristic, humanistic and biological viewpoints. Primary focus is on exploring how selected principles of psychology apply to students' personal lives and social behavior. Students apply the skills of critical thinking, observation, and information gathering and analysis as they practice social science and scientific methodology. **Prerequisite: GE117 Composition I or equivalent**

EG381 Statistics
A 4 credit hour Mathematics course
This course is designed to offer students the skills necessary to interpret and critically evaluate statistics commonly used to describe, predict and evaluate data in an information-driven environment. The focus is on the conceptual understanding of how statistics can be used and how to evaluate statistical data. **Prerequisite: GE127 College Mathematics I or equivalent**

EG421 Numerical Methods
A 4 credit hour Mathematics course
This course addresses numerical solutions for a number of common problems in mathematics, including methods such as interpolation, numerical integration, finding roots of higher-order equations and least-squares approximations. **Prerequisite: An introductory level Calculus course**

EG452 Economics and Change
A 4 credit hour Social Science course
This course examines the issues of the changing global economy in an information society. Topics include contemporary economic issues and the impact they have on our daily lives. **Prerequisites: EG371 Research Methods or equivalent, An introductory level Social Science course**

EG462 Contemporary World Culture
A 4 credit hour Humanities course
This interdisciplinary study of contemporary world culture focuses on the impact of globalization and electronic communication. This course explores how global economical, cultural, political and communication processes are influenced by the rapid technological changes within our contemporary world. **Prerequisites: EG372 Written Analysis or equivalent, An introductory level Social Science course**
EG468 Ethics
A 4 credit hour Humanities course
This course provides students the opportunity to explore competing ethical theories and through analysis and critical thinking determine their own code of ethics. **Prerequisite: EG372 Written Analysis or equivalent**

EG481 Environmental Issues
A 4 credit hour Science course
This course offers an integrative approach to global, environmental issues. Topics of study include the analysis of environmental challenges confronting contemporary, global society against a political, geographical, cultural and economical backdrop. Students are instructed on how to apply a systematic problem solving approach in reviewing the issues, related policies and recommendations for confronting those challenges. **Prerequisites: EG371 Research Methods or equivalent, An introductory level Social Science course**

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**

PS1350 American Government
A 4.5 credit hour Social Science course
This course examines principles and theory related to the United States federal government, including the development and foundations of the U.S. Constitution, the organization and function of the federal government including the legislative, executive and judicial branches, political parties, the electoral process, and the relationship between states and the federal government. **Prerequisite: EN1320 Composition I or equivalent**

PS1355 National, State and Local Governments
A 4.5 credit hour Social Science course
This course examines both the United States and Nevada Constitutions and the relationship between the state and federal governments. **Prerequisite: EN1320 Composition I or equivalent**

EN1420 Composition II
A 4.5 credit hour Composition course
This course builds on the foundations of Composition I with emphasis on rhetorical structures, argumentation and research. Students study how to make strong arguments using visual and oral communication techniques. **Prerequisite: EN1320 Composition I or equivalent**

AR1440 Art Appreciation
A 4.5 credit hour Humanities course
This course is a basic introduction to visual art. Focus is on drawing, painting, printmaking, sculpture and architecture. Students study well-known works of art by examining content, technique, form and purpose.

CO2520 Professional Communications
A 4.5 credit hour Humanities course
This course focuses on the communication skills and attitudes required to be effective in a professional environment. Students compile and present a portfolio of their projects and create and evaluate a variety of business communications. **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 or equivalent and ES2550 Microeconomics or equivalent or for both ES2555 Survey of Economics or equivalent and ES2560 Macroeconomics or equivalent.

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 that will be studied throughout the Business Management program. It 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

BU222 Business Law and Regulation
4 credit hours
This course offers a basic foundation in business law and regulation in a variety of areas, including bankruptcy, employment, consumer and contract law. Instruction on ethics, social responsibility and technology is integrated throughout the course. Prerequisite: GE217 Composition II or equivalent

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
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: Completion of a minimum of 51 credit hours earned in the program 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

BU3210 Quality Management
4.5 credit hours
This course explores quality principles, decision-making techniques, business compliance and quality processes and procedures. Students will study business cases to develop recommendations for improving the quality and compliance of an organization. Prerequisites: MK2530 Fundamentals of Marketing or equivalent, MG2650 Fundamentals of Management or equivalent

BU3310 Operations Management
4.5 credit hours
This course examines operational workflow processes in a business organization. Topics include productivity measurement, operational efficiency, cost-effectiveness and designing need-to-product conversion workflows. Prerequisite: MA3110 Statistics 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

BU4610 Business Forecasting
4.5 credit hours
This course involves topics in business valuation, risk and return, options and derivatives, and problem-solving skills that can be used to evaluate a business. Students study financial forecasting and the influence of corporate governance in valuing an enterprise. Prerequisite: MK4530 Marketing Management or equivalent

BU4615 Business Policy
4.5 credit hours
This course focuses on the link between corporate governance and strategic management. Topics include exercises in developing corporate strategy and the roles of technology and innovation in an enterprise. Students will compare and contrast issues facing for-profit organizations, not-for-profit organizations and small businesses. Prerequisite: FN3440 Corporate Finance or equivalent

BU4799 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 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
CD111 Introduction to Design and Drafting

4 credit hours
An introduction to graphic communication and its practices including an introduction to the design process with an understanding of manual drafting and computer-aided drafting (CAD) techniques. The theory of geometric construction, sketching, detail drawing, various projections, sections, auxiliary views, dimensioning, lettering, dimension tolerances and basic CAD procedures is presented in relation to the discipline of drafting and design. The course, being a theoretical foundation for the discipline of drafting and its application to various areas of design, has been developed to better acquaint students with concepts, processes and skills required by professionals in the field. Corequisite: CD121 Drafting/CAD Methods

CD121 Drafting/CAD Methods

4 credit hours
An application of graphic communications and its practices to practical experience in the use of drafting tools and CAD equipment. Hands-on projects include geometric construction, various projections, sections, auxiliaries, dimensioning, sketching, detail drawing and lettering that is practiced and applied using both manual drafting and CAD procedures. Maintenance of CAD drawing files through the use of operating system commands is applied and stressed. Corequisite: CD111 Introduction to Design and Drafting

CD130 Architectural Drafting I

4 credit hours
An introduction to the theory and practice of architectural planning and design. 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 perspective projection principles of a single-level building project incorporating material specifications, legal and building code requirements. Prerequisites: CD111 Introduction to Design and Drafting, CD121 Drafting/CAD Methods

CD140 Rapid Visualization

4 credit hours
This course is an introduction to the techniques of freehand drawing and its application to technical sketching and design visualization. Exercises 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.

CD210 Engineering Graphics I

4 credit hours
An introduction to the creation of pictorial, auxiliaries, sections and orthographic working drawings incorporating developments, geometric dimensioning and tolerances as they relate to mechanical topics. The fundamentals of weldments, threads, fasteners, springs, mechanisms and symbol libraries are introduced in this course. Manual drafting and CAD techniques are used in the production of working drawings. Prerequisites: CD111 Introduction to Design and Drafting, CD121 Drafting/CAD Methods

CD220 Materials and Processes

4 credit hours
This course is a survey of various materials, their applications and production processes as found in the manufacturing and construction industries. Students will be introduced to various construction and manufacturing materials, machine tools and tooling used in a variety of processes. Emphasis is placed on terminology and function.

CD230 Architectural Drafting II

4 credit hours
A continuation of Architectural Drafting I through the functional planning of a progressively complex project using light construction systems. Drawings incorporating foundations, elevations, wall sections and roof framing details will be created using drafting and CAD techniques. Prerequisites: CD130 Architectural Drafting I, CD220 Materials and Processes or equivalent

CD240 Descriptive Geometry

4 credit hours
A study of spatial relations involving points, lines, planes and solids. Instruction includes solving for points and lines of intersections of different geometries and applying analytical graphics to solve design problems. Prerequisites: CD111 Introduction to Design and Drafting, CD121 Drafting/CAD Methods

CD245 Sustainable Design

4 credit hours
This course examines a variety of issues surrounding the subject of sustainability. Students will explore the history of sustainability and current trends as they apply to design. Topics will include materials, manufacturing techniques, new technologies, renewable resources, and product life cycle analysis. Prerequisite: CD230 Architectural Drafting II

CD250 Engineering Graphics II

4 credit hours
An introduction to the layout, design and drafting of mechanisms and machines using shafts, gears, fasteners, bushings, bearings and couplings. Students will be introduced to the techniques necessary to complete solid models of appropriate assembly drawings. Prerequisites: CD210 Engineering Graphics I, CD220 Materials and Processes or equivalent
CD310 Civil Drafting and Introduction to GIS
4 credit hours
An introduction to site planning, civil engineering, plot plans, contour maps, map profile, highway layout and basic Geographic
Information Systems (GIS). Prerequisite: CD230 Architectural Drafting II

CD320 Basic Design Theory and Methods
4 credit hours
This course is a study of the principles and elements of basic design which leads to the successful execution of form. Students
demonstrate the uses of design as a creative and practical problem-solving and analytical tool. Prerequisite: CD140 Rapid
Visualization

CD331 Design and Drafting Capstone Project
4 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: Completion of a minimum of 80
credits earned in the program of study including CD250 Engineering Graphics II or equivalent and CD310 Civil Drafting
and Introduction to GIS or equivalent

CD340 Physical and Computer-Aided 3D Modeling
4 credit hours
Introduces the student to tools and skills used in the manipulation of two-dimensional materials to convert these into precise
to three-dimensional models of various forms, products or architectural space layouts. Students will also use software to model
objects and spaces with light, shadows, color and textures that are placed in appropriate backgrounds. Prerequisites: CD230
Architectural Drafting II, CD250 Engineering Graphics II

CJ123 Criminal Law
4 credit hours
This course introduces the student to criminal law, which involves the imposition of penalties for engaging in criminal conduct.
The course also explores the distinction between criminal law, which typically is enforced by the government, and civil law, which
may be enforced by private parties. Prerequisites: GE175 American Government or equivalent, GE217 Composition II or
equivalent, An introductory level Criminal Justice or Paralegal Studies course

CJ131 Introduction to Criminal Justice
4 credit hours
This survey course introduces the student to the scope, principles and purposes of the American criminal justice system with
emphasis on crime, law enforcement, courts and corrections.

CJ132 Criminal Justice Organization and Administration
4 credit hours
This course examines the organization, administration and practice of police, courts and correctional organizations at the federal,
state and municipal levels. Prerequisite: CJ131 Introduction to Criminal Justice

CJ133 Criminology
4 credit hours
This course offers an interdisciplinary and integrative approach to the study of crime. It includes an overview of criminological
theories of causation, treatment and punishment. Prerequisite: CJ131 Introduction to Criminal Justice

CJ151 Principles of Policing and Law Enforcement
4 credit hours
This course is an introduction to policing and law enforcement in America including a historical and social review of policing and
law enforcement. Emphasis is placed on contemporary strategies used in modern law enforcement organizations and
administration to combat and prevent crime.

CJ152 Law Enforcement Reporting and Recording
4 credit hours
This course introduces students to fundamental guidelines for reports common to the criminal justice community. The course
also studies how computers and technology are used as tools in this process. Prerequisite: GE217 Composition II or
equivalent

CJ211 Correctional Programs: Probation and Parole
4 credit hours
This introduction to the probation and parole system in the United States tracks the progress of an individual through each phase
of the system. Prerequisite: CJ131 Introduction to Criminal Justice
**CJ241 Criminal Investigation**
4 credit hours  
This course explores theoretical and practical aspects of criminal investigation and introduces the student to investigative processes, procedures and challenges. **Prerequisite: CJ131 Introduction to Criminal Justice**

**CJ242 Forensics and Crime Scene Investigation**
4 credit hours  
This course explores the evolution and role of forensics in criminal justice and scientific crime scene investigation. Emphasis is placed on identification and detection methods and the collection and gathering of evidence. **Prerequisites: CJ241 Criminal Investigation, TB143 Introduction to Personal Computers or TB145 Introduction to Computing or TB150 Computing and Productivity Software**

**CJ243 The Criminalistics of Cybercrime**
4 credit hours  
This course examines the scope of cybercrimes and the cybersecurity threat and legal considerations facing law enforcement and cybersecurity professionals in dealing with discovering, investigating and prosecuting cybercrimes. The role of intrusion detection in information security and different tools used to detect intrusion will also be discussed. **Prerequisite: CJ242 Forensics and Crime Scene Investigation**

**CJ245 Policing Techniques: Interviewing and Interrogation**
4 credit hours  
This course explores police techniques and tactics used to combat and prevent crime. Emphasis is placed on the knowledge and working skills involved in the art of interviewing and interrogating witnesses and suspects, and the relevant legal parameters that must be followed during field procedures. **Prerequisite: CJ151 Principles of Policing and Law Enforcement**

**CJ246 Essentials of Security**
4 credit hours  
This course offers an overview of security elements and types of security organizations with a focus on security measures used to protect lives, property and proprietary information through risk management and asset protection. **Prerequisite: CJ131 Introduction to Criminal Justice**

**CJ247 Transportation Security**
4 credit hours  
This course examines current and future threats to the transportation systems and discusses methods and technologies designed to confront these threats. Coverage of relevant security issues relating to transportation by sea, land, pipeline and air will be included.

**CJ248 Externship in Criminal Justice**
4 credit hours  
This course provides students with an experiential learning event to the field of criminal justice. Participating students acquire “real-world” experience as an active member of a criminal justice related agency. Students have the opportunity to apply knowledge, skills and abilities they have acquired in the Criminal Justice program. **Prerequisites: Completion of a minimum of 72 credits earned in the program of study**

**CJ249 Criminal Justice Capstone**
4 credit hours  
This course provides a culminating experience after two years of study in the criminal justice program. Students are given the opportunity to demonstrate competency and knowledge they have learned throughout the program. **Prerequisites: Completion of a minimum of 80 credits earned in the program of study including CJ242 Forensics and Crime Scene Investigation or equivalent**

**CJ312 Correctional Operation and Administration**
4 credit hours  
This course addresses the structure, principles, organization, administration and operations of a variety of correctional institutions and programs. **Prerequisite: CJ131 Introduction to Criminal Justice**

**CJ333 Constitutional Law**
4 credit hours  
This course provides a survey of major constitutional thought and a review of primary constitutional issues. **Prerequisite: CJ123 Criminal Law or equivalent**

**CJ334 Crime Prevention**
4 credit hours  
This course explores the development and implementation of crime-prevention programs designed by police departments, retail firms, commercial establishments, community action groups and individual citizens. **Prerequisite: CJ131 Introduction to Criminal Justice**
CJ335 Victimology
4 credit hours
This comprehensive study of victimization includes an analysis of contemporary victim assistance and compensation programs and related research. Prerequisite: CJ133 Criminology

CJ354 Community Policing
4 credit hours
This course provides an overview of community-based police programs and the interaction that takes place between policing agencies to combat and prevent crime.

CJ355 Multicultural Law Enforcement
4 credit hours
This course includes a discussion and analysis of sensitive topics and issues related to diversity and multiculturalism in today's policing environments. The course also reviews common encounters law enforcement or correctional officers respond to in their line of work and includes instruction on basic conversational Spanish they use to be more effective in those situations. Prerequisite: CJ151 Principles of Policing and Law Enforcement

CJ36 Substance Abuse and Crime in America
4 credit hours
This course investigates the relationship between substance abuse and crime in America. Emphasis is placed on methods for detecting and preventing substance abuse. Prerequisite: CJ131 Introduction to Criminal Justice

CJ439 Juvenile Justice
4 credit hours
This course offers a multi-disciplined approach to the study of the juvenile justice system and juvenile delinquency as it relates to and emerges from the youth's family, neighborhood, school, peer group, social class and overall cultural and social environment. Prerequisite: CJ131 Introduction to Criminal Justice

CJ445 Spatial Aspects of Crime
4 credit hours
This course offers instruction on the use of computer technology in crime mapping to solve crimes. Emphasis is placed on crime and place, use of geographic information systems and spatial analysis of crime. Prerequisites: CJ243 The Criminalistics of Cybercrime, TB143 Introduction to Personal Computers or TB145 Introduction to Computing or TB150 Computing and Productivity Software

CJ446 The Criminalistics of Computer Forensics
4 credit hours
This course introduces the student to system forensics investigation and response including procedures for investigating computer and cybercrimes and concepts for collecting, analyzing, recovering and preserving forensic evidence. Prerequisite: CJ243 The Criminalistics of Cybercrime

CJ456 Controversial Issues in Law Enforcement
4 credit hours
This course presents two sides of controversial law enforcement issues to spark debate and critical thinking. Prerequisite: GE217 Composition II or equivalent

CJ464 Homeland Security
4 credit hours
This course explores private and public security threats, including domestic and foreign terrorism, and introduces the student to measures for preventing, combating and responding. Prerequisite: CJ131 Introduction to Criminal Justice or equivalent

CJ475 Bachelor's Thesis
4 credit hours
This course is designed to teach students how to apply the skills of scientific analysis and inquiry. The skills learned in writing a thesis will help students prepare to effectively analyze policies in public and private organizations. Students will choose a specific topic in criminal justice about which to write. Prerequisites: Completion of a minimum of 164 credits earned in the program of study including CJ446 The Criminalistics of Computer Forensics or equivalent

CJ1110 Introduction to Criminal Justice
4.5 credit hours
This survey course introduces the scope, principles and purposes of the American criminal justice system with emphasis on criminology, forensics, law enforcement, courts, corrections and security.

CJ1210 Criminology
4.5 credit hours
This course introduces the fundamentals of the causes and control of crime. Prerequisite: CJ1110 Introduction to Criminal Justice or equivalent
CJ1220 Fundamentals of Law Enforcement
4.5 credit hours
This course provides an overview of policing and law enforcement, criminal justice administration and community policing. Topics include a historical and social review of policing with an emphasis on current trends and strategies used by modern law enforcement agencies to combat and prevent crime. Prerequisite: CJ1110 Introduction to Criminal Justice or equivalent

CJ1310 Criminal Justice Report Writing
4.5 credit hours
This course introduces the process of documenting and writing clear, concise, complete and accurate reports common in criminal justice fields. Prerequisites: CJ1110 Introduction to Criminal Justice or equivalent, EN1320 Composition I or equivalent

CJ1320 Investigations
4.5 credit hours
This course introduces the processes and procedures used in conducting investigations in criminal justice fields. Students will practice detection, investigation and solution of criminal justice problems. Prerequisite: CJ1110 Introduction to Criminal Justice or equivalent

CJ1440 Community Corrections
4.5 credit hours
This course introduces fundamentals of the probation and parole system in the United States as well as other components of community corrections. Prerequisite: CJ1210 Criminology or equivalent

CJ1470 Criminalistics
4.5 credit hours
This course introduces modern methods used to examine and investigate evidence. This course includes problem sets and a laboratory component. Prerequisites: SC1130 Survey of the Sciences or equivalent, CJ1320 Investigations or equivalent

CJ2570 Forensic Technology
4.5 credit hours
This course is a continuation of the study of forensics begun in the Criminalistics course. Students use principles of forensics and technology tools to further examine evidence and recreate crime scenes. Prerequisite: CJ1470 Criminalistics or equivalent

CJ2640 The American Jail
4.5 credit hours
This course introduces the process and procedures used in jailing in the United States, including security, booking, operations and jail programs. Topics include the relationship between courts and jails. Prerequisite: CJ1210 Criminology or equivalent

CJ2650 Security Operations and Management
4.5 credit hours
This course introduces fundamentals of planning, resource allocation, risk management and implementation of a prepared plan in providing security and in times of crisis. Prerequisite: CJ1110 Introduction to Criminal Justice or equivalent

CJ2670 Computer Forensics
4.5 credit hours
This course introduces fundamentals of securing a crime scene and gathering evidence from computers used in a crime. Prerequisite: CJ1110 Introduction to Criminal Justice or equivalent

CJ2699 Criminal Justice Externship
4.5 credit hours
This course provides students with an opportunity to apply knowledge and skills acquired in the program in a real world experience for 135 hours. Prerequisites: Completion of a minimum of 67 credits earned in the program of study

CJ2799 Criminology and Forensic Technology Capstone Project
4.5 credit hours
This is a culminating course in the Criminology and Forensic Technology program. Students are given the opportunity to demonstrate skills and knowledge developed from courses in the program. Prerequisites: Completion of a minimum of 81 credits earned in the program of study including CJ2570 Forensic Technology 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 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. Prerequisites: DT1320 Building Information Modeling (BIM) or equivalent, DT1430 Parametric Modeling 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: Completion of a minimum of 81 credits earned in the program of study including DT1320 Building Information Modeling (BIM) or equivalent and DT1430 Parametric Modeling or equivalent
EC311 Introduction to Project Management
4 credit hours
This course is an introduction to the discipline of project management. Topics include an overview of its evolution, its various processes and principles, tools and techniques and project life cycle. Students will also be introduced to project management software. Prerequisite: TB143 Introduction to Personal Computers or TB145 Introduction to Computing or TB150 Computing and Productivity Software

EC312 Project Management Techniques
4 credit hours
This course provides instruction on planning, scheduling and monitoring a project. Topics covered include elements of effective time management, scheduling and cost control techniques in developing, monitoring and controlling project plans. Prerequisite: EC311 Introduction to Project Management

EC314 Project Cost and Budget Management
4 credit hours
The purpose of this course is to provide the student with an introduction to the specific accounting concepts and budgeting skills necessary for the continuous monitoring of a project during its lifecycle. The student is to identify, master and put into practice the skills necessary to budget, control and report financial cost information to all parties involved in a project. Prerequisites: EC312 Project Management Techniques, GE127 College Mathematics I or equivalent

EC321 Introduction to E-Commerce
4 credit hours
This course is an introduction to the world of e-commerce. Students will identify and examine the latest trends and directions in e-commerce business applications. Prerequisite: TB143 Introduction to Personal Computers or equivalent or TB145 Introduction to Computing or equivalent

EC411 Project Human Resource Management
4 credit hours
The purpose of this course is to provide the student with an understanding of the tools and techniques required to make the most effective use of the people involved in a project. These individuals are project stakeholders, project sponsors, the project manager, project team members and the balance of the organization. In this course, human resource management policies and practices concentrate on project organizational planning, project staff acquisition and team development. Prerequisites: EC312 Project Management Techniques, GE117 Composition I or equivalent

EC421 E-Commerce Legal and Security Issues
4 credit hours
The purpose of this course is to provide an overview of the legal processes involved in implementing and maintaining an e-commerce Web site. In addition, this course also examines the security issues in maintaining a Web or intranet/internet site and the potential chances of misuse. Prerequisite: EC321 Introduction to E-Commerce

ET115 DC Electronics
4 credit hours
A study of electronic laws and components in DC circuits, emphasizing the study and application of network theorems interrelating voltage, current and resistance. Students apply practical mathematics as it supports understanding the principles of electronics. A laboratory provides practical experience using both physical components and computer-generated simulations. Corequisite or Prerequisite: GE127 College Mathematics I or equivalent

ET145 AC Electronics
4 credit hours
This course covers an analysis of reactive components as they relate to an AC sine wave. Transformers, filters and resonant circuits are studied in this course. Laboratory supports the theory and continues the use of both physical components and computer-generated models. Prerequisite: ET115 DC Electronics; Corequisite or Prerequisite: GE192 College Mathematics II or equivalent

ET156 Introduction to C Programming
4 credit hours
This course is designed to help students with the fundamental concepts and terminology of computer programming and practical skills in designing, writing and debugging simple computer programs in C. Prerequisite: TB143 Introduction to Personal Computers or equivalent

ET215 Electronic Devices I
4 credit hours
Students in this course study solid state devices, including diodes and transistors. Emphasis is placed on linear amplifiers and DC switching applications. Laboratory projects involve constructing, testing and troubleshooting circuits using solid state devices. Prerequisite: ET145 AC Electronics
ET245 Electronic Devices II
4 credit hours
Students study integrated circuits such as those used in communications and control systems. The circuits include, but are not limited to, amplifiers, timing circuits, summation amplifiers, active filters and oscillators. Laboratory projects include constructing, testing and troubleshooting circuits containing operational amplifiers. Prerequisite: ET215 Electronic Devices I

ET255 Digital Electronics I
4 credit hours
This course is a study of the fundamental concepts of digital electronics. The focus in this course is on combinatorial logic. In lab, students construct, test and troubleshoot digital circuits. Prerequisite: ET215 Electronic Devices I

ET275 Electronic Communications Systems I
4 credit hours
In this course, several methods of signal transmission and reception are covered, including such techniques as mixing, modulating and amplifying. Prerequisites: ET245 Electronic Devices II, ET255 Digital Electronics I, GE192 College Mathematics II or equivalent

ET285 Digital Electronics II
4 credit hours
This course continues the study of digital electronics. The focus in this course is on sequential logic. In lab, students construct, test and troubleshoot digital circuits. Prerequisites: ET245 Electronic Devices II, ET255 Digital Electronics I

ET315 Electronic Communications Systems II
4 credit hours
A continuation of Electronic Communications Systems I, this course emphasizes digital techniques and the transmission and recovery of information. Prerequisites: ET275 Electronic Communications Systems I, ET285 Digital Electronics II

ET345 Control Systems
4 credit hours
Students examine the control of systems with programmable units. Applying digital logic to control industrial processes is emphasized. Prerequisite: ET285 Digital Electronics II

ET355 Microprocessors
4 credit hours
Students study the architecture, interfacing and programming of a microprocessor, including interfacing the microprocessor with memory and with input and output devices. In lab, students will write, run and debug programs. Prerequisite: ET285 Digital Electronics II

ET365 Computer and Electronics Capstone Project
4 credit hours
Final capstone project with fundamental review provides the students with a significant design experience and integration of knowledge in electronics and computer gained in previous coursework, as well as a means to practice problem-solving and team work, project management, technical writing, and technical presentation skills. Prerequisites: Completion of a minimum of 60 credits earned in the program of study including ET315 Electronic Communications Systems II or equivalent and ET355 Microprocessors or equivalent

ET376 C/C++ Programming
4 credit hours
This course introduces structured and object-oriented programming in C and C++. Students will become familiar with concepts and techniques of problem-solving, fundamental algorithms, and working knowledge of programming. Prerequisite: ET156 Introduction to C Programming or equivalent

ET385 Data and Network Communications
4 credit hours
This course involves the study of data communication and its application in computer-based network systems, including basic principles of data and computer communications, communication architecture, protocols and standards. Prerequisite: IT220 Network Standards and Protocols

ET390 Embedded Systems
4 credit hours
This course covers the fundamentals of embedded systems, with emphasis on effectively programming, interfacing, and implementing a microcontroller. Prerequisites: ET156 Introduction to C Programming or equivalent, ET355 Microprocessors or equivalent
ET395 Modern Wireless Communications
4 credit hours
Principles, technology and applications of wireless communications systems are introduced in this course. Topics of study include signal propagation and transmission through the air interface, analog and digital modulation, coding techniques, cellular concepts, personal communications systems and wireless networking. Prerequisite: ET385 Data and Network Communications

ET415 Process Control
4 credit hours
This course involves the study of the fundamentals in automatic process control of industrial systems. Areas of instruction include signal conditioning, sensors, and the controllers using analog and digital techniques. Prerequisite: ET245 Electronic Devices II or equivalent

ET445 Advanced Circuit Analysis I
4 credit hours
This course of study concentrates on the analysis of analog circuits. Some methods utilized are transient and impulse analysis of circuit response, using such techniques as differential equations, Laplace transforms and computer-aided circuit simulation programs. Laboratory includes applications to support the analysis of analog circuits. Prerequisites: ET285 Digital Electronics II or equivalent, TM420 Technical Calculus

ET446 Advanced Circuit Analysis II
4 credit hours
A continuation of transform circuit analysis, including transfer functions and Fourier techniques. Laboratory includes applications to support the analysis of analog circuits. Prerequisite: ET445 Advanced Circuit Analysis I

ET455 Digital Communication Systems I
4 credit hours
A study of how digital signals are processed by communications receivers and transmitters, with an emphasis on applying the nature of digital signals to signal formatting, modulation and coding. Prerequisite: ET315 Electronic Communications Systems II or equivalent; Corequisite: ET446 Advanced Circuit Analysis II

ET456 Digital Communication Systems II
4 credit hours
A continuation of Digital Communication Systems I, emphasizing more advanced concepts such as multiple access, spread spectrum and synchronization methods. Prerequisite: ET455 Digital Communication Systems I

ET475 Electronic Circuit Design I
4 credit hours
This course covers the analysis and design of electronic circuits, and includes a laboratory that utilizes computer-aided software tools for circuit design and simulation. Prerequisite: ET446 Advanced Circuit Analysis II

ET476 Electronic Circuit Design II
4 credit hours
This course continues the study of circuit design, and includes a laboratory that focuses on the circuit design aspects of the capstone project. Prerequisite: ET475 Electronic Circuit Design I; Corequisite: ET485 Capstone Project

ET485 Capstone Project
4 credit hours
Each student will be assigned to a team of students to complete a communications project approved by the instructor. The project objectives will represent several areas of study from courses in the program and include the use of appropriate project management tasks. Prerequisites: Completion of a minimum of 164 credits earned in the program of study including ET395 Modern Wireless Communications or equivalent and ET456 Digital Communication Systems II 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

ET1215 Basic Electronics
4.5 credit hours
This course studies the fundamental laws and components in basic analog and digital circuits. A laboratory provides practical experience using both physical components and computer-generated simulations. 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 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

ET1335 Introduction to Electronic Communications Systems  
4.5 credit hours  
This course introduces fundamental concepts and principles in electronic communications systems. A laboratory provides practical experience using both physical components and computer-generated simulations. Prerequisite: ET1215 Basic 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

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: Completion of a minimum of 81 credits earned in the program of study including ET2530 Electronic Communications or equivalent and 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 or GS2530 Technical 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: ET2580 Introduction to C Programming or equivalent, ET2640 Microprocessors and Microcontrollers or equivalent.
ET4670 Electronic Circuit Analysis and Design I
4.5 credit hours
This course examines analysis and design of analog and digital electronic circuits. Emphasis is on semiconductor devices and basic circuit applications. Prerequisites: ET1220 Digital Fundamentals or equivalent, ET1410 Integrated Circuits or equivalent, MA3410 Calculus II or equivalent

ET4770 Electronic Circuit Analysis and Design II
4.5 credit hours
This course builds upon concepts in Electronic Circuit Analysis and Design I. Focus is on advanced topics in analog electronics and digital electronic circuits. Prerequisite: ET4670 Electronic Circuit Analysis and Design I 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

GC1110 Fundamentals of Design
4.5 credit hours
This course introduces fundamental concepts, processes and skills required for design. Topics include principles of formal, spatial and material relationships, and critical analysis of these relationships and techniques.

GC1220 Fundamentals of Typography
4.5 credit hours
This course focuses on type development, terminology, type specifications, copy fitting, and design and construction skills. Emphasis is on developing presentation formats. Prerequisite: GC1110 Fundamentals of Design or equivalent

GC1320 Advanced Photoshop
4.5 credit hours
This course focuses on image manipulation and utilizing existing images to create new and unique compositions in a digital framework. Prerequisite: GC1220 Fundamentals of Typography or equivalent

GC1330 3D Modeling Techniques
4.5 credit hours
In this course, students generate graphics and short, animated sequences in a 3D environment. Projects emphasize 3D modeling skills, including data construction, applying attributes and lighting. Prerequisite: DT1210 Rapid Visualization Techniques or equivalent

GC1430 Video Production Techniques
4.5 credit hours
This course examines technical skills and creative principles required for video field and post production. Topics include video recording technology, composition, lighting, continuity, sound and editing. Practice in planning, shooting and editing video is provided through hands-on exercises, projects and assignments.

GC1435 Interactive Design with Flash
4.5 credit hours
In this course, students explore tools and concepts of designing interactive software applications. Topics include drawing, image, text, animation, sound and basic actionscripting integration. Prerequisite: GC1110 Fundamentals of Design or equivalent
GC2520 Sustainable Graphic Design
4.5 credit hours
This course introduces strategies of sustainable practices for the graphic designer. Topics include green materials and processes, paper reduction strategies, pollution prevention and end of product life. Prerequisite: GC1110 Fundamentals of Design or equivalent.

GC2530 Animation
4.5 credit hours
This course focuses on principles of form topology, visual design and movement as applied in the creation of simple animated sequence. Students are introduced to methods of integrating lighting, texture mapping, rendering and finer details of motion graphics to create 3D computer animated solutions. Prerequisite: GC1330 3D Modeling Techniques or equivalent.

GC2530 Digital Prepress and Production Processes
4.5 credit hours
This course involves theory and techniques for pre-press preparation using industry standard software for final file output. Topics include procedures and problems involved in computer file preparation, ranging from trapping, color separations, and resolutions to printing basics and service bureaus. Prerequisite: GC2520 Sustainable Graphic Design or equivalent.

GC2620 Graphic Design for the Web
4.5 credit hours
This course focuses on methods and techniques of developing a simple to moderately complex Web site. Using standard Web page language, students will create and maintain a simple Web site. Prerequisites: GC1430 Video Production Techniques or equivalent, GC2520 Sustainable Graphic Design or equivalent.

GC2799 Graphic Communications and Design Capstone Project
4.5 credit hours
This course provides an independent learning experience directed toward the completion of a graphic design project from start to finish. The project requires prior approval by the instructor. Prerequisites: Completion of a minimum of 81 credits earned in the program of study including GC2530 Animation or equivalent and GC2620 Digital Prepress and Production Processes or equivalent.

HR3460 Management of Human Capital
4.5 credit hours
This course focuses on the role of the human resources manager as a strategic member of the management team. Students will review the role of the human resource professional in defining workforce plans, recruiting goals, employee satisfaction programs, pay scales, performance appraisals and ethical processes within the organization. Prerequisite: MG3250 Trends in Leadership or equivalent.

IS305 Managing Risk in Information Systems
4 credit hours
This course addresses the broad topic of risk management and how risk, threats, and vulnerabilities impact information systems. Areas of instruction include how to assess and manage risk based on defining an acceptable level of risk for information systems. Elements of a business impact analysis, business continuity plan, and disaster recovery plan will also be discussed. Prerequisite: IT260 Networking Application Services and Security or equivalent.

IS308 Security Strategies for Web Applications and Social Networking
4 credit hours
This course addresses how the Internet and Web-based applications have transformed the way businesses, organizations, and people communicate. With this transformation came new risks, threats, and vulnerabilities for Web-based applications and the people that use them. This course presents security strategies to mitigate the risk associated with Web applications and social networking. Prerequisite: IT320 WAN Technology and Application or equivalent.

IS316 Fundamentals of Network Security, Firewalls and VPNs
4 credit hours
This course offers an introduction to Virtual Private Networks (VPNs) and firewalls for securing a network. Various network security related issues are introduced and examined. Different types of VPNs for securing data in an organizational setup are discussed as well as the benefits and architecture of a VPN and how to implement a VPN. Other topics include the utility of firewalls in tackling security problems and the limitations of a firewall. In addition, instruction is also given on how to construct, configure and administer a firewall and the functionality of a firewall. Prerequisite: IT320 WAN Technology and Application or equivalent.
IS317 Hacker Techniques, Tools and Incident Handling
4 credit hours
This course is an introduction to hacking tools and incident handling. Areas of instruction include various tools and vulnerabilities of operating systems, software and networks used by hackers to access unauthorized information. This course also addresses incident handling methods used when information security is compromised. Prerequisite: IT260 Networking Application Services and Security or equivalent

IS404 Access Control, Authentication and Public Key Infrastructure (PKI)
4 credit hours
This course introduces the concept of access control to information systems and applications. Access, authentication and accounting for end-users and system administrators will be covered. In addition, security controls for access control including tokens, biometrics and use of public key infrastructures (PKI) will be covered. Prerequisite: IT260 Networking Application Services and Security or equivalent

IS411 Security Policies and Implementation Issues
4 credit hours
The course includes a discussion on security policies that can be used to help protect and maintain a network, such as password policy, e-mail policy and Internet policy. The issues include organizational behavior and crisis management. Prerequisite: IS305 Managing Risk in Information Systems or equivalent

IS415 System Forensics Investigation and Response
4 credit hours
This course offers an introduction to system forensics investigation and response. Areas of study include a procedure for investigating computer and cyber crime and concepts for collecting, analyzing, recovering and preserving forensic evidence. Prerequisites: IS317 Hacker Techniques, Tools and Incident Handling or equivalent, IS421 Legal and Security Issues or equivalent

IS416 Securing Windows Platforms and Applications
4 credit hours
This course discusses security implementations for various Windows platforms and applications. Areas of study involve identifying and examining security risks, security solutions and tools available for various Windows platforms and applications. Prerequisite: IT260 Networking Application Services and Security or equivalent

IS418 Securing Linux Platforms and Applications
4 credit hours
This course is an introduction to the securing of Linux platforms and applications. Areas of study include identifying and examining methods of securing Linux platforms and applications and implementing those methods. Prerequisite: IT302 Linux System Administration or equivalent

IS421 Legal and Security Issues
4 credit hours
This course offers an overview of the legal processes involved in implementing and maintaining an e-commerce Web site. In addition, this course examines security issues involved in maintaining a Web or intranet/Internet site and potentials for misuse. Prerequisites: IT260 Networking Application Services and Security or equivalent, IS305 Managing Risk in Information Systems or equivalent

IS423 Auditing IT Infrastructures for Compliance
4 credit hours
This course covers principles, approaches and methodology in auditing information systems to ensure processes and procedures are in compliance with pertinent laws and regulatory provisions especially in the context of information systems security. Prerequisite: IS421 Legal and Security Issues or equivalent

IS427 Information Systems Security Capstone Project
4 credit hours
The Capstone Project serves as a comprehensive assessment on knowledge and skills in the information systems security area. Activities involve research on selected security problems, and the planning, designing and implementing security solutions for a user organization. Prerequisites or Corequisites: Completion of a minimum of 164 credits earned in the program of study

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 engineering. 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

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

IT104 Introduction to Computer Programming
4 credit hours
This course serves as a foundation for understanding the logical function and process of computer programming in a given language environment. 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: TB143 Introduction to Personal Computers or equivalent

IT107 Instructional Design
4 credit hours
Students are introduced to the theories and practices of instructional design in relation to the creation of interactive tools for training.

IT109 Microsoft Desktop Operating System
4 credit hours
This course introduces general knowledge and skills required in installation, configuration and management of popular Microsoft operating system(s) for standalone and network client computers. Prerequisite: TB143 Introduction to Personal Computers or equivalent

IT113 Structured Cabling
4 credit hours
This course provides the study of industry standards and practices involved in wiring a computer network, including media and protocol specifications, connection topologies, installation, testing and troubleshooting. Prerequisite: TB143 Introduction to Personal Computers or TB145 Introduction to Computing

IT203 Database Development
4 credit hours
This course introduces relational database concepts and the role of databases in both Windows and Web applications. The course introduces basic data modeling and normalization concepts. Extensible Markup Language (XML) is also introduced. Prerequisite: TB133 Strategies for the Technical Professional or equivalent

IT209 3D Modeling
4 credit hours
Students explore principles of 3-dimensional and apply them in the creation of 3D computer representations using appropriate modeling software. Emphasis will be placed on creation of accurate models rendered with color, shading, texture mapping and lighting to simulate effects of materials, finishes and surface graphics. Prerequisite: TB143 Introduction to Personal Computers or TB145 Introduction to Computing

IT210 Visual Design Theory
4 credit hours
The fundamental principles of design and color through creative problem solving exercises are covered in this course. Elements of two dimensional form, Gestalt principles, the working relationship between perceptual design principles and communication concepts in the graphic design context will be examined. Students will also be introduced to basics of typographic design.

IT212 Broadcast Graphics
4 credit hours
Principles of type design, image manipulation and communication are applied in the creation of models and motion graphics for the broadcast industry. Prerequisites: IT209 3D Modeling or VC210 Modeling in 3D, IT210 Visual Design Theory or VC100 Introduction to Design
**IT216 Programming in Java I**
4 credit hours
Students will be introduced to the essential concepts and programming elements of the JAVA language. Topics include Internet concepts, basic language concepts (declaring and evaluating data, statements, expressions, control flow and input), the development environment, classes and objects and creation of applets. Prerequisite: IT104 Introduction to Computer Programming or equivalent

**IT219 Programming in Java II**
4 credit hours
This course covers the essentials of applet programming (URL, audio, image, test, animation), error handling, debugging, threads and the client/server environment. Creation of application programs through projects is a requirement. Prerequisites: IT203 Database Development or equivalent, IT216 Programming in Java I or equivalent

**IT220 Network Standards and Protocols**
4 credit hours
This course serves as a foundation for students pursuing knowledge and skills in computer networking technologies. Major concepts such as OSI and TCP/IP models, network media specifications and functions, LAN/WAN protocols, topologies and capabilities will be discussed. Industry standards and a brief historical development of major networking technologies will be surveyed in conjunction with basic awareness of software and hardware components used in typical networking and internetworking environments. Prerequisite: TB143 Introduction to Personal Computers or TB145 Introduction to Computing

**IT221 Microsoft Network Operating System I**
4 credit hours
The current Microsoft networking server operating system will be the focus of this course. Coverage includes installation, configuration and management of a popular Microsoft network server in relation to its clients and to other servers. Aspects of typical Microsoft client-server network administration functions are discussed. Prerequisite: IT109 Microsoft Desktop Operating System

**IT222 Microsoft Network Operating System II**
4 credit hours
This course serves as an extension on Microsoft network server technologies. Issues on infrastructure administration are discussed. Aspects of active directory technologies will be introduced. Prerequisite: IT221 Microsoft Network Operating System I

**IT250 Linux Operating System**
4 credit hours
Installation, configuration and management of a Linux operating system will be explored. Focus will be on functions that resemble the UNIX environment. Directory and file management, user account management and certain device management (such as drives, printers, interface cards, etc.) will be discussed. Prerequisite: TB143 Introduction to Personal Computers or equivalent

**IT255 Introduction to Information Systems Security**
4 credit hours
This course provides an overview of security challenges and strategies of counter measures in the information systems environment. Topics include definition 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: IT220 Network Standards and Protocols, IT221 Microsoft Network Operating System I, IT250 Linux Operating System

**IT260 Networking Application Services and Security**
4 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 discussed. Prerequisite: IT222 Microsoft Network Operating System II

**IT302 Linux System Administration**
4 credit hours
This course covers intermediate to advanced system and network administrative tasks and related skills required by a Linux based network. Functional areas include the setup, configuration, maintenance, security and troubleshooting of Linux servers and related services in a complex network environment. Tools and scripting skills associated with these areas will also be discussed. Prerequisite: IT250 Linux Operating System

**IT309 Animation I**
4 credit hours
This course is a continuation of the 3D Modeling course. Principles of form topology, visual design and movement are applied in the creation of simple animated sequence. Prerequisites: CD140 Rapid Visualization, CD340 Physical and Computer-Aided 3D Modeling or IT209 3D Modeling or VC210 Modeling in 3D
**IT310 Audio/Video Techniques**  
4 credit hours  
Techniques of integrating visual and audio features into an edited multimedia or animated piece are introduced in this course. Students will have opportunities to output projects onto videotape or CD-ROM.

**IT311 Animation II**  
4 credit hours  
This course is a continuation of Animation I. Students will be introduced to methods of integrating lighting, texture mapping, rendering and the finer details of motion graphics to create 3D computer animated solutions. Techniques of concept development, story boarding, project planning and script writing will be applied during the creative process of generating a computer-animated sequence. **Prerequisite: IT309 Animation I**

**IT320 WAN Technology and Application**  
4 credit hours  
This course discusses typical Wide Area Network (WAN) technologies along with survey on existing services and applications. Introductory router configuration skills will be included. **Prerequisite: IT220 Network Standards and Protocols**

**IT321 Network Technology and Service Integration**  
4 credit hours  
Discussions on areas where computer networking and telecommunication technologies converge in today's networking and internetworking industry. Concepts and case studies of how voice, data and video can be integrated on to one network will be discussed. Extended coverage on router configuration will be included. **Prerequisite: IT320 WAN Technology and Application**

**IT331 Network Development Capstone Project**  
4 credit hours  
Network design and implementation project to be jointly agreed upon by the student and the faculty member. The project includes major process of product lifecycle such as data gathering and analysis, needs assessment, planning, designing, testing, implementation, documentation, etc., in addition to actually building a simulated network using existing equipment. **Prerequisites: Completion of a minimum of 80 credits earned in the program of study including IT260 Networking Application Services and Security or equivalent and IT320 WAN Technology and Application or equivalent**

**LE1430 Fundamentals of Criminal Law**  
4.5 credit hours  
This course is an overview of criminal law, criminal procedures and crimes against person, property or public order. Students also explore the distinction between criminal law and civil law. **Prerequisite: PL1110 Introduction to Paralegal or equivalent or CJ1110 Introduction to Criminal Justice or equivalent; Prerequisites or Corequisites: EN1420 Composition II or equivalent, PS1350 American Government or equivalent**

**LE2630 Fundamentals of Constitutional Law**  
4.5 credit hours  
This course is an overview of the basic concepts of constitutional law, including judicial review, separation of powers, the powers of the President and Congress and federalism. Students explore individual rights and liberties, including the right to privacy and the rights of criminal defendants. **Prerequisite: LE1430 Fundamentals of Criminal Law or equivalent**

**MC1260 Introduction to Mobile Communications Technology**  
4.5 credit hours  
This is an introductory course on mobile communications technology. Topics include, but are not limited to, mobile telephony, devices, systems, technologies, alternative mobile voice and data networks, applications, market and services, standards and regulations, the evolution and the future of mobile communications technology. **Prerequisite: NT1110 Computer Structure and Logic or equivalent**

**MC2560 Mobile Wireless Communications I**  
4.5 credit hours  
This course covers fundamental technologies of mobile information systems and wireless communications. Topics of study include, but are not limited to, characteristics of the mobile radio environment - propagation phenomena, cellular concept and channel allocation, dynamic channel allocation and power control, multiple access techniques: FDMA, TDMA, CDMA - system capacity comparisons. **Prerequisites: MC1260 Introduction to Mobile Communications Technology or equivalent, NT2640 IP Networking or equivalent**

**MC2660 Mobile Wireless Communications II**  
4.5 credit hours  
This course involves the study of mobile information systems and wireless communications technology. Topics of study include, but are not limited to, coding for error detection and correction, second-generation, digital, wireless systems, performance analysis, admission control and handoffs, 2.5G and 3G packet-switched wireless systems, access and scheduling techniques in cellular systems, and wireless LAN and personal-area networks. **Prerequisite: MC2560 Mobile Wireless Communications I or equivalent**
**MC2665 Mobile Communication Devices**  
4.5 credit hours  
In this course, students study mobile communication devices (such as terminals, phones, etc.) from both hardware and software aspects. Topics of study include, but are not limited to, the evolution of mobile communication devices, mobile computers, personal digital assistant/enterprise digital assistant, graphic calculator, handheld game consoles, digital camera and camcorder, portable media player, e-book reader, mobile phone, pager, personal navigation devices (PNDs). Prerequisite: MC2560 Mobile Wireless Communications I or equivalent

**MC2799 Mobile Communications Technology Capstone Project**  
4.5 credit hours  
Final capstone project provides the students with significant design experience and integration of knowledge in mobile communications technology gained in previous coursework, as well as a means to practice problem-solving and team work, project management, technical writing, and technical presentation skills. Prerequisites: Completion of a minimum of 81 credits earned in the program of study including ET1335 Introduction to Electronic Communications Systems or equivalent, MC2665 Mobile Communication Devices or equivalent, MC2660 Mobile Wireless Communications II 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 the 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

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

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: Completion of a minimum of 72 credits earned in the program of study including NT2640 IP Networking or equivalent

PL101 Introduction to Paralegal Studies
4 credit hours
This course introduces students to the American legal system, the role of courts, lawyers and the roles and responsibilities of the paralegal/legal assistant. This course reviews legal terms and office procedures and practice.
PL102 Ethics for Paralegals
4 credit hours
This course provides a foundation of legal and ethics necessary for the paralegal/legal assistant to properly deal with the public, clients, and professionals in any type of legal setting. It reviews ethical considerations and responsibilities regulating the paralegal/legal assistant. Prerequisite: PL101 Introduction to Paralegal Studies

PL103 Technology in the Law Office
4 credit hours
This course introduces students to computer technology and applications commonly used in law offices. Students will receive hands-on instruction with emphasis on software common to paralegal/legal assistant. Prerequisites: PL101 Introduction to Paralegal Studies, TB150 Computing and Productivity Software

PL104 Wills, Trusts, and Estates
4 credit hours
This course will introduce students to the preparation and handling of wills, trusts, and estates. It will cover the responsibilities and duties in the field of estate administration that can be performed by a paralegal, emphasizing the drafting of estate planning documents, such as wills and trusts. Probate proceedings are also covered, including the preparation of probate court pleadings, collection and valuation of assets, review of claims, distribution of assets among beneficiaries and accounting. Prerequisite: PL103 Technology in the Law Office

PL105 Real Estate Law
4 credit hours
This course covers the legal concepts and specialized terminology related to real property law, title examination, title insurance, and transfer of interests in real property. Students review title examination and title searches, as well as the procedures and documents used in real estate closings. Prerequisite: PL103 Technology in the Law Office

PL106 Legal Research and Writing I
4 credit hours
This course introduces how to use a law library and online resources to find statues, precedents, and other relevant legal authority and how to cite them. Basic principles of legal analysis are covered. Correct and effective written communication through letters, legal memoranda, briefs, and other documents is emphasized. Prerequisites: GE217 Composition II, PL103 Technology in the Law Office

PL201 Family Law
4 credit hours
Students study prenuptial agreements, marriage, adoption, annulment, dissolution of marriage and legal separation, alimony, property settlement, child custody and support, and paternity actions. This course will focus on practical aspects such as investigation, preparation of pleadings and other documents, court procedures, settlement agreements, and post decree modifications. Prerequisite: PL103 Technology in the Law Office

PL202 Civil Litigation
4 credit hours
This course introduces the structure and operation of civil courts as well as the paralegal's role in gathering and organizing factual information with emphasis on the discovery process and document drafting. Prerequisite: PL103 Technology in the Law Office

PL206 Legal Research and Writing II
4 credit hours
This course continues to study legal research and writing and will emphasize the development and ability to capably analyze, interpret and communicate facts, ideas, and law through comprehension of legal research techniques. Prerequisite: PL106 Legal Research and Writing I

PL207 Contract Law
4 credit hours
This course reviews the basic theory of contract law and how to draft simple contracts. This course covers the fundamentals of contract law, specifically contractual elements and standard contractual provisions, contract provisions in selected specialized practice areas, the Statute of Frauds, and the Uniform Commercial Code. Prerequisite: PL103 Technology in the Law Office

PL208 Tort Law
4 credit hours
This course introduces civil tort liability, negligence, strict liability, and product liability, focusing on the role of the paralegal in the role of the paralegal in personal injury litigation. Prerequisite: PL103 Technology in the Law Office
PL270 Paralegal Externship
4 credit hours
This course provides students with the opportunity to directly apply the knowledge and skills learned in the program by working in a law office or agency or other suitable location for 120 hours. Prerequisites: Completion of a minimum of 72 credits earned in the program of study and approval of the School of Criminal Justice Chair

PL299 Paralegal Capstone
4 credit hours
This course provides a culminating experience in the paralegal program. Students are given the opportunity to demonstrate competency and knowledge they have learned throughout the program. Prerequisites: Completion of a minimum of 80 credits earned in the program of study including PL206 Legal Research and Writing II 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.

PL1240 Research and Writing for the Paralegal I
4.5 credit hours
This course introduces students to the process of legal research, and explores basic skills and techniques necessary to create effective written legal documents. Study includes focus on ethical considerations in conducting legal research. Prerequisite: PL1110 Introduction to Paralegal or equivalent

PL1250 Law Office Technology
4.5 credit hours
This course introduces students to software applications used in law offices. Students create documents, spreadsheets and electronic presentations for trial. Students work with database and case management software, and study the ethical implications of electronic discovery. Prerequisites: PL1110 Introduction to Paralegal or equivalent, GS1145 Strategies for the Technical Professional or equivalent

PL1310 Introduction to Civil Litigation
4.5 credit hours
This course introduces students to the litigation process in civil courts. Students prepare for client interviews, gather and assemble case facts, and create various civil trial and appellate documents. Students examine ethical issues related to civil litigation. Prerequisite: PL1240 Research and Writing for the Paralegal I or equivalent

PL1340 Research and Writing for the Paralegal II
4.5 credit hours
Building on principles of legal research and writing, this course expands the research process to include analysis and validation of case law. Students write a case brief, an internal memorandum of law and other legal documents. Prerequisite: PL1240 Research and Writing for the Paralegal I or equivalent

PL1410 Fundamentals of Tort Law
4.5 credit hours
This course is an overview of fundamentals of tort law. Students explore liability and compensation concerns related to civil wrongdoing. Students apply principles of intentional torts, negligence and strict liability to a variety of elements of torts. Students also study ethics and personal responsibility. Prerequisite: PL1310 Introduction to Civil Litigation or equivalent

PL2520 Fundamentals of Family Law
4.5 credit hours
This course is an overview of fundamentals of family law, including prenuptial agreements, marriage, adoption, separation, divorce, property division, spousal support, child custody and support, visitation and paternity actions. Students focus on procedures and legal documents related to family law. Prerequisite: PL1310 Introduction to Civil Litigation or equivalent

PL2525 Fundamentals of Contract Law
4.5 credit hours
This course is an overview of fundamentals of contract law, including contractual elements and standard contractual provisions, contract provisions in selected practice areas, the Statute of Frauds and the Uniform Commercial Code. Students draft simple contracts and study the ethics of contractual relationships. Prerequisite: PL1310 Introduction to Civil Litigation or equivalent

PL2610 Fundamentals of Real Estate Law
4.5 credit hours
This course is an overview of fundamentals of real property law, including titles and procedures related to title searches and insurance, deeds, leases, mortgages, property closings and recording of documents. Students produce various legal documents related to real estate. Prerequisite: PL1310 Introduction to Civil Litigation or equivalent
PL2615 Fundamentals of Wills, Trusts and Estates
4.5 credit hours
This course is an overview of fundamentals of wills, trusts and estates, and focuses on the paralegal's role in the planning, creating and administration of related legal documents and probate proceedings. Students examine ethical issues related to wills, trusts and estates. Prerequisite: PL1310 Introduction to Civil Litigation or equivalent

PL2699 Paralegal Externship
4.5 credit hours
This course provides students with an opportunity to apply knowledge, skills and abilities acquired in the Paralegal program in a real world experience for 135 hours. Prerequisite: Completion of a minimum of 67 credits earned in the program of study

PL2799 Paralegal Capstone Project
4.5 credit hours
This course provides a culminating experience in the Paralegal program. Students are given the opportunity to demonstrate competency and knowledge they have developed throughout the program. Prerequisites: Completion of a minimum of 81 credits earned in the program of study including PL1310 Introduction to Civil Litigation or equivalent

PM331 Overview of Digital Technology
4 credit hours
This course emphasizes the use of digital technology to develop distinct competitive advantage in relations with competitors, customers and suppliers with respect to products and services and related projects. It examines the impact of technology on the global business community and business processes.

PM332 Project Management Techniques
4 credit hours
This course builds on Introduction to Project Management by introducing software that will be used throughout the program. Using a step-by-step approach, students are introduced to the skills and techniques used to initiate, plan, schedule, execute, monitor and close a project. Prerequisite: EC311 Introduction to Project Management or equivalent

PM333 Project Communication and Documentation
4 credit hours
In this course students examine techniques for effective and efficient documentation throughout the different project phases including initiation, planning, execution, and closing a project. The course will also present appropriate techniques to communicate to the different stakeholders. Prerequisites: GE217 Composition II or equivalent, EC311 Introduction to Project Management or equivalent; Prerequisite or Corequisite: PM332 Project Management Techniques or equivalent

PM341 Project Cost and Budget Management
4 credit hours
This course provides the theory and techniques related to project cost management including the processes of cost estimating, budgeting resources, monitoring and controlling. Students will apply techniques provided in Project Management Techniques to facilitate scheduling, estimate tracking and control a project to meet the schedule and budget requirements. Prerequisites: GE127 College Mathematics I or equivalent, PM332 Project Management Techniques or equivalent

PM342 Project Procurement and Contract Management
4 credit hours
This course examines project contracts and procurement processes and explores the stages of contracting and procurement in the project environment. The course will include skills and techniques designed to develop a procurement plan, contract statement of work, contract evaluation criteria, request for proposals, project management plans. The course also includes the processes of contract administration and closure. Prerequisite: PM333 Project Communication and Documentation or equivalent

PM351 Project Human Resource Management
4 credit hours
The purpose of this course is to provide the students with the processes and techniques required to make the most effective use of the people involved in a project. The course includes the development of a staffing management plan, acquiring and training the project team and monitoring the team performance. Prerequisite: PM332 Project Management Techniques or equivalent

PM352 Project Quality Management
4 credit hours
This course explores project quality management and how it relates to both the processes and people of the project. The students will examine basic quality concepts and explore the sub-processes of quality management including quality planning, quality assurance and quality control. Prerequisites: EG381 Statistics or equivalent, PM332 Project Management Techniques or equivalent
PM453 Project Risk Management
4 credit hours
This course examines identifying, analyzing and responding to project risk. It will address techniques to anticipate, prevent and alleviate major project risks. Prerequisites: PM341 Project Cost and Budget Management or equivalent, EC421 E-Commerce Legal and Security Issues or PM342 Project Procurement and Contract Management or equivalent, PM352 Project Quality Management or equivalent

PM454 Leadership and Project Team Management
4 credit hours
This course covers skills required to successfully lead a project team. It includes desirable project manager characteristics, skills and styles as well as techniques project managers can use to motivate project teams. In addition the course covers managing differences, team facilitation, decision-making techniques and communication with the stakeholders. Prerequisite: PM351 Project Human Resource Management or equivalent

PM462 Managing Project Virtual Teams
4 credit hours
This course provides an introduction to the integration of the project processes needed in developing and managing projects in a digital environment. Emphasis is on impact of cultural differences in managing a project virtual team. Prerequisites: EC321 Introduction to E-Commerce or PM331 Overview of Digital Technology or equivalent, PM333 Project Communication and Documentation or equivalent, PM351 Project Human Resource Management or equivalent

PM468 Project Management Integration I (Capstone Project)
4 credit hours
Using the skills and knowledge from the program Project Management Integration I is the first of a two-course series focused on the integration of the processes of the project management cycle. Through the use of case or problem analysis students integrate the principles from previous courses. Students will also initiate and plan their capstone project. Prerequisite: PM453 Project Risk Management or equivalent

PM469 Project Management Integration II (Capstone Project)
4 credit hours
This course is the second in a two-course series focused on the complete project management cycle. Students will execute, monitor and close their capstone project. The outcome of the course will require a demonstration of the knowledge and skills acquired through the earlier courses. Prerequisites: Completion of a minimum of 168 credits earned in the program of study including PM468 Project Management Integration I (Capstone Project) or equivalent; Prerequisite or Corequisite: PM454 Leadership and Project Team Management or equivalent

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. Prerequisites: NT2640 IP Networking or equivalent, NT2670 Email and Web Services 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
PM4795 Project Management and Administration – Information Technology Option Capstone Project
4.5 credit hours
This is a project course in which students plan and complete a project 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, presentation and formal project close-out 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 in which students plan and complete a project 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, presentation and formal project close-out 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 in which students plan and complete a project 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, presentation and formal project close-out 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

TM380 Advanced Topics in Technical Mathematics
4 credit hours
A study of math topics relevant to advanced technical applications. A laboratory is included involving the use of a math graphing utility. Prerequisites: College algebra and trigonometry

TM420 Technical Calculus
4 credit hours
A continuation of Introductory Calculus, this course includes the study of partial derivatives, double integrals, infinite series, introductory ordinary differential equations and Laplace transforms, plus technical applications. Prerequisite: EG360 Introductory Calculus or equivalent

VC100 Introduction to Design
4 credit hours
The fundamental principles of design and color through creative problem solving exercises are covered in this course. Elements of two dimensional form, Gestalt principles, the working relationship between perceptual design principles and communication concepts in the graphic design context will be examined.

VC110 Typography
4 credit hours
This course focuses on principles of printing design and typography. Assignments encompass technical specifications, aesthetics, functionality and meaning in typographic design. Prerequisite: VC100 Introduction to Design

VC130 Digital Type and Image Manipulation
4 credit hours
This course focuses on image manipulation and typography with a focus on utilizing existing images and type to create new and unique compositions in a digital framework. Prerequisite: VC110 Typography

VC210 Modeling in 3D
4 credit hours
Students explore principles of 3-dimensionalizing and apply them in the creation of 3D computer representations using appropriate modeling software. Emphasis will be placed on creation of accurate models rendered with color, shading, texture mapping and lighting to simulate effects of materials, finishes and surface graphics. Prerequisite: CD140 Rapid Visualization
VC215 Interactive Communication Design
4 credit hours
Students apply design principles to create an interactive software application that is both communicative and intuitive for its user. 
Prerequisite: VC100 Introduction to Design

VC220 Graphic Design Production Processes
4 credit hours
This course introduces concepts, applications and projects in page composition, document design and color pre-press. Text processing, typesetting, printing formats, color correction, page layout and pagination are also emphasized. Emphasis is placed on workflow production of documents in print. 
Prerequisite: VC130 Digital Type and Image Manipulation

VC230 Digital Prepress
4 credit hours
This course presents advanced printing production processes and various conventions used in industry. Students are familiarized with the conventions, practices and terminologies used in traditional and computer-based printing processes. 
Prerequisite: VC220 Graphic Design Production Processes

VC240 Visual Design for the Web
4 credit hours
Using current electronic media technologies, this course focuses on basic Web site design and development with emphasis on the intelligent and aesthetically cogent incorporation of still images and type. 
Prerequisites: VC215 Interactive Communication Design, VC220 Graphic Design Production Processes

VC250 Design Project
4 credit hours
The Design Project course provides an independent learning experience directed towards the completion of a graphic design project from start to finish. Project will require prior approval by the instructor. 
Prerequisites: Completion of a minimum of 80 credits earned in the program of study including IT311 Animation II or equivalent and VC230 Digital Prepress or equivalent

Technical Basic Courses

TB133 Strategies for the Technical Professional
4 credit hours
The course reviews characteristics and trends of the global information society including basic information processing, Internet research, other skills used by the technical professional and techniques that can be used for independent technical learning.

TB143 Introduction to Personal Computers
4 credit hours
Organization of a typical Personal Computer (PC) is examined in a given popular operating systems environment. Terminology and concepts related to major PC hardware components and their functions will be discussed consistent with industry standards and practices.

TB145 Introduction to Computing
4 credit hours
The course offers an overview of the computing field and computer technology trends with emphasis on terminology and concepts related to PC hardware and software components and their functions from a hands-on approach. Entry-level hands-on skills as well as theory in handling PC hardware will be taught.

TB150 Computing and Productivity Software
4 credit hours
The course covers the fundamentals of computing and the use of computers in communications and networks. Emphasis is placed on the use of computer technology, Internet and the World Wide Web in enterprise computing and working environments. The course will also focus on using productivity software and hands-on applications to problem solving in business and other working environments.

TB184 Problem Solving
4 credit hours
This course introduces students to problem solving techniques and helps them apply the tools of critical reading, analytical thinking and mathematics to help solve problems in practical applications.
TB332 Professional Procedures and Portfolio Development
4 credit hours
Students are required to plan and compile their projects in the form of a portfolio. Instruction on interviewing procedures and writing business communications is also included in this course. Prerequisite: Students must have completed 72 quarter credit hours prior to taking this course.

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.

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.ittech.edu/privacy.htm. 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
s 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 has made satisfactory academic progress in his or her program of study at 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 risk 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 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;
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. 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 equates 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 50% 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

<table>
<thead>
<tr>
<th>Event</th>
<th>2012</th>
<th>2013*</th>
<th>2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year's Day**</td>
<td>January 2</td>
<td>January 1</td>
<td>January 1</td>
</tr>
<tr>
<td>Classes Resume After Winter Break</td>
<td>January 3</td>
<td>January 7</td>
<td>January 6</td>
</tr>
<tr>
<td>Mardi Gras**</td>
<td>February 21</td>
<td>February 12</td>
<td>March 4</td>
</tr>
<tr>
<td>Winter Quarter Ends</td>
<td>March 10</td>
<td>March 16</td>
<td>March 15</td>
</tr>
<tr>
<td>Spring Break**</td>
<td>March 12-18</td>
<td>March 18</td>
<td>March 17</td>
</tr>
<tr>
<td>Spring Quarter Begins</td>
<td>March 19</td>
<td>April 1</td>
<td>April 15</td>
</tr>
<tr>
<td>Memorial Day**</td>
<td>May 28</td>
<td>May 27</td>
<td>May 26</td>
</tr>
<tr>
<td>Spring Quarter Ends</td>
<td>June 9</td>
<td>June 8</td>
<td>June 7</td>
</tr>
<tr>
<td>Summer Break**</td>
<td>June 11-17</td>
<td>June 10-16</td>
<td>June 9-15</td>
</tr>
<tr>
<td>Summer Quarter Begins</td>
<td>June 18</td>
<td>June 17</td>
<td>June 16</td>
</tr>
<tr>
<td>Independence Day**</td>
<td>July 4</td>
<td>July 4</td>
<td>July 4</td>
</tr>
<tr>
<td>Labor Day**</td>
<td>September 3</td>
<td>September 2</td>
<td>September 1</td>
</tr>
<tr>
<td>Summer Quarter Ends</td>
<td>September 8</td>
<td>September 7</td>
<td>September 6</td>
</tr>
<tr>
<td>Fall Break**</td>
<td>September 10-16</td>
<td>September 9-15</td>
<td>September 8-14</td>
</tr>
<tr>
<td>Fall Quarter Begins</td>
<td>September 17</td>
<td>September 16</td>
<td>September 15</td>
</tr>
<tr>
<td>Thanksgiving**</td>
<td>November 22-23</td>
<td>November 28-29</td>
<td>November 27-28</td>
</tr>
<tr>
<td>Fall Quarter Ends</td>
<td>December 8</td>
<td>December 7</td>
<td>December 6</td>
</tr>
<tr>
<td>Winter Quarter Begins</td>
<td>December 10</td>
<td>December 9</td>
<td>December 8</td>
</tr>
</tbody>
</table>

*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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Indicates a superior level of achievement.</td>
</tr>
<tr>
<td>A+</td>
<td>4.3</td>
<td>Indicates an exceptional level of achievement.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Indicates an excellent level of achievement.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Indicates an above average level of achievement.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Indicates a good level of achievement.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Indicates a superior average level of achievement.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Indicates an average level of achievement.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Indicates a marginal average level of achievement.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Indicates a marginal level of achievement.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Indicates a marginal average level of achievement.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Indicates a marginal level of achievement.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Indicates a marginal level of achievement.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Indicates an unsatisfactory level of achievement.</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Indicates a poor level of achievement.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Indicates a poor level of achievement.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Indicates an unsatisfactory level of achievement. Any student earning a grade of &quot;F&quot; in a course specified in the program outline of his/her program of study must repeat and successfully complete that course prior to graduation.</td>
</tr>
</tbody>
</table>

Incomplete (I) - Indicates that the student has not completed all work required for the course. All work required for the course must be successfully completed within six weeks following the end of the course or the otherwise earned letter grade is awarded (normally an "F"). Incompletes may only be awarded upon approval of the instructor and Dean.

Credit (CR) - Indicates that the student demonstrated knowledge and skill in the course through previous experience. "CR" is not considered in computing the grade point average.

Transferred Credit (TR) - 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.

Withdrawal (W) - 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").

Passing (P) - Indicates a passing grade in a course designated as a pass-fail course. "P" is not considered in computing the grade point average.

Indicates that the course was repeated.

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 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 50% 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:

<table>
<thead>
<tr>
<th>Evaluation Point*</th>
<th>Required OCGPA</th>
<th>Required Credit Completion Percentage</th>
<th>See Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of the student’s first academic year (as defined below)</td>
<td>1.5</td>
<td>50%</td>
<td>(1)</td>
</tr>
<tr>
<td>End of the student’s second academic year</td>
<td>2.0</td>
<td>66.67%</td>
<td>(1)</td>
</tr>
<tr>
<td>End of each of the student’s seventh and any subsequent academic quarters</td>
<td>2.0</td>
<td>66.67%</td>
<td>(1)</td>
</tr>
<tr>
<td>End of any academic quarter of the student’s AFAP</td>
<td>See Note (2) below</td>
<td>See Note (2) below</td>
<td>(3)</td>
</tr>
<tr>
<td>100% of the Maximum Time Frame for Completion (“MTFC”) (as defined below)</td>
<td>2.0</td>
<td>66.67%</td>
<td>(3)</td>
</tr>
</tbody>
</table>

*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).

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 his or her 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 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:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total Number of Quarter Credit Hours of Courses Successfully Completed in the Student's Program of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>0-36</td>
</tr>
<tr>
<td>Second</td>
<td>37-72</td>
</tr>
<tr>
<td>Third</td>
<td>73-108</td>
</tr>
<tr>
<td>Fourth</td>
<td>109-144</td>
</tr>
<tr>
<td>Fifth</td>
<td>145-180</td>
</tr>
<tr>
<td>Sixth</td>
<td>181-216</td>
</tr>
</tbody>
</table>

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.

A student will be considered to be making satisfactory academic progress during the academic quarter of the student's AFAP. 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 within six weeks following the end of the quarter in which the "I" grade was received, the student will receive the otherwise earned letter grade (normally an "F"). 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 online courses, attendance means participating in class communications and activities of the course. For online courses attendance means participating in class communications and activities of the course electronically over the Internet in the manner and in accordance with the directions specified by the school. 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-participating 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 non-forcible sex offenses (20 U.S.C. 1099g); (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; or (c) service on a jury; or (d) service on a grand jury; or (e) service as a member of a similar commission or body; or (f) service as a member of a jury. A leave of absence may be granted only upon proof of such service and of the fact that the service was performed in compliance with the law. A leave of absence may only be granted in accordance with the provisions of this section. A leave of absence shall be granted for the period of time specified by the dean or by the student, whichever is longer. A leave of absence shall be granted for a period of up to one year. A leave of absence shall be granted for a period of up to two years. A leave of absence shall be granted for a period of up to three years. A leave of absence shall be granted for a period of up to five years. A leave of absence shall be granted for a period of up to ten years. A leave of absence shall be granted for a period of up to fifteen years. A leave of absence shall be granted for a period of up to twenty years. A leave of absence shall be granted for a period of up to twenty-five years. A leave of absence shall be granted for a period of up to thirty years. A leave of absence shall be granted for a period of up to thirty-five years. A leave of absence shall be granted for a period of up to forty years. A leave of absence shall be granted for a period of up to forty-five years. A leave of absence shall be granted for a period of up to fifty years. A leave of absence shall be granted for a period of up to fifty-five years. A leave of absence shall be granted for a period of up to sixty years. A leave of absence shall be granted for a period of up to sixty-five years. A leave of absence shall be granted for a period of up to seventy years. A leave of absence shall be granted for a period of up to seventy-five years. A leave of absence shall be granted for a period of up to eighty years. A leave of absence shall be granted for a period of up to eighty-five years. A leave of absence shall be granted for a period of up to ninety years. A leave of absence shall be granted for a period of up to ninety-five years. A leave of absence shall be granted for a period of up to one hundred years. A leave of absence shall be granted for a period of up to one hundred and five years.

**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 of the program 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 attend for a period of 22 consecutive calendar days any component, whether a classroom, laboratory, practicum and/or clinical component, of a program course that the student is registered to take during that quarter, the student will have withdrawn from that program course at the school. 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.
Failure to maintain satisfactory academic progress as specified in the Satisfactory Academic Progress section of this catalog.

Failure to strictly adhere to any term, provision, requirement, policy or procedure stated in this catalog, the student's Enrollment Agreement or Student Handbook.

Failure to pay the program costs as agreed in writing.

Breach of any term of the student's Enrollment Agreement or any other agreement between the student and the school.

Failure to exhibit good citizenship and respect for the community and other persons.

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, forcing initiation; 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 immediate 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.

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 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 reasonable 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, 14111 Airline Highway, Suite 101, Baton Rouge, Louisiana, 70817, telephone (225) 754-5800) 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) 388-3358.
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 Louisiana Board of Regents, Proprietary Schools Section. The Board of Regents address is PO Box 3677, Baton Rouge, LA, telephone (225) 342-4253, Web site address, http://www.regents.state.la.us. The student may also contact the Louisiana Attorney General to file a complaint. The Attorney General’s Consumer Protection Section mailing address is PO Box 94005, Baton Rouge, LA, telephone (800) 351-4889, website address http://www.ag.state.la.us.

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) 936-6780.

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 will be made on behalf of any class of persons;
   - any motion which any party is required to make in the courts to compel arbitration of a Dispute; or
   - no claims of any other person will be consolidated into the arbitration or otherwise arbitrated together with any claims of Student;
   - 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 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 1635 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 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 classes. 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.
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.

State and local authorities where required.

Accrediting agencies.

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.

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.

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.

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).

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.

Organizations conducting studies to develop, validate or administer predictive tests, administer student aid programs or improve instruction.

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; 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.

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.

Any person, if the education records disclosed are Directory Information on the student.

The student, or the student’s parents if the student is less than 18 years old.

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.

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.

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) an I-94 (Arrival-Departure Record) with an appropriate endorsement;
(ii) an unexpired passport confirming permanent residency in the Trust Territory of the Pacific Islands;
(iii) a passport confirming permanent residency in the U.S. or other than 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.

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:

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Current Tuition Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Business Management (Associate’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(b) Business Management (Bachelor’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(c) Computer and Electronics Engineering Technology (Associate’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(d) Drafting and Design (Associate’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(e) Criminal Justice (Bachelor’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(f) Criminal Justice (Associate’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(g) Criminology and Forensic Technology (Associate’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(h) Drafting and Design Technology (Associate’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(i) Electrical Engineering and Communications Technology (Bachelor’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(j) Electrical Engineering Technology (Associate’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(k) Electronics and Communications Engineering Technology (Bachelor’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(l) Graphic Communications and Design (Associate’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(m) Information Systems and Cybersecurity (Bachelor’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(n) Information Systems Security (Bachelor’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(o) Information Technology (Associate’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(p) Mobile Communications Technology (Associate’s Degree)</td>
<td>$493</td>
</tr>
<tr>
<td>(q) Network Systems Administration (Associate’s Degree)</td>
<td>$493</td>
</tr>
</tbody>
</table>
The school may, at any time and from time to time in its discretion, increase the tuition per credit hour charged to students for courses in any program of study offered by the school by publishing the higher tuition per credit hour in the school catalog at least 60 days before the effective date of the increase. A student will be obligated to pay the school the higher tuition per credit hour with respect to any program course that (a) the student is registered to take from the school and (b) begins after the effective date of the increase. Students can expect the school to increase, at least once during any calendar year, the tuition per credit hour charged for program courses offered by the school.

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:

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>ESTIMATED Cost of Tools if Purchased From the School</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Computer and Electronics Engineering Technology (Associate's Degree)</td>
<td>$500</td>
</tr>
<tr>
<td>(b) Computer Drafting and Design (Associate's Degree)</td>
<td>$500</td>
</tr>
<tr>
<td>(c) Criminal Justice (Bachelor's Degree)</td>
<td>$150</td>
</tr>
<tr>
<td>(d) Criminal Justice (Associate's Degree)</td>
<td>$150</td>
</tr>
<tr>
<td>(e) Criminology and Forensic Technology (Associate's Degree)</td>
<td>$150</td>
</tr>
<tr>
<td>(f) Drafting and Design Technology (Associate's Degree)</td>
<td>$500</td>
</tr>
<tr>
<td>(g) Electrical Engineering and Communication Technology* (Bachelor's Degree)</td>
<td>$500</td>
</tr>
<tr>
<td>(h) Electrical Engineering Technology (Associate's Degree)</td>
<td>$500</td>
</tr>
<tr>
<td>(i) Electronics and Communications Engineering Technology* (Bachelor's Degree)</td>
<td>$500</td>
</tr>
<tr>
<td>(j) Graphic Communications and Design (Associate's Degree)</td>
<td>$100</td>
</tr>
<tr>
<td>(k) Information Systems and Cybersecurity* (Bachelor's Degree)</td>
<td>$500</td>
</tr>
<tr>
<td>(l) Information Systems Security* (Bachelor's Degree)</td>
<td>$500</td>
</tr>
<tr>
<td>(m) Mobile Communications Technology (Associate's Degree)</td>
<td>$500</td>
</tr>
<tr>
<td>(n) Project Management* (Bachelor's Degree)</td>
<td>$500</td>
</tr>
<tr>
<td>(o) Project Management and Administration* (Bachelor's Degree)</td>
<td>$500</td>
</tr>
<tr>
<td>(p) Visual Communications (Associate's Degree)</td>
<td>$100</td>
</tr>
</tbody>
</table>

*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 that the student has canceled his or her application for enrollment in the program or the student’s Enrollment Agreement with the school

- on or before the date the student signs the student’s Enrollment Agreement with the school, or

- before the student’s first day of recorded attendance in any program course,

whichever occurs last; or

(b) the school cancels the program.

Refund

(a) If the student withdraws or is terminated from any program course during any of the following specified days of classes 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.

<table>
<thead>
<tr>
<th>DAY OF CLASS OF THE QUARTER</th>
<th>PERCENTAGE OF THE TUITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st – 10th</td>
<td>25%</td>
</tr>
<tr>
<td>11th – 24th</td>
<td>50%</td>
</tr>
<tr>
<td>After the 24th</td>
<td>100%</td>
</tr>
</tbody>
</table>

(b) If the student withdraws or is terminated from the program during any of the following specified days of classes 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.

<table>
<thead>
<tr>
<th>DAY OF CLASS OF THE QUARTER</th>
<th>PERCENTAGE OF ANY ACADEMIC FEE AND THE ADMINISTRATIVE FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st – 10th</td>
<td>25%</td>
</tr>
<tr>
<td>11th – 24th</td>
<td>50%</td>
</tr>
<tr>
<td>After the 24th</td>
<td>100%</td>
</tr>
</tbody>
</table>

(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, 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 student at the school; and
all other amounts owed to the school under the student’s Enrollment Agreement with the school (including any addenda 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:


(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 45 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:

1st: unsubsidized Federal Stafford loans;
2nd: subsidized Federal Stafford loans;
3rd: unsubsidized Federal Direct Stafford loans;
4th: subsidized Federal Direct Stafford loans;
5th: Federal Perkins loans;
6th: Federal PLUS loans;
7th: Federal Direct PLUS loans;
8th: Federal Pell Grants;
9th: Federal Academic Competitiveness Grants;
10th: Federal National Science and Mathematics Access to Retain Talent Grants; and
11th: Federal SEOG Program aid.

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, 14111 Airline Highway, Suite 101, Baton Rouge, Louisiana 70817. If the student is a minor, however, the request must be made by the student’s parent or guardian.

FINANCIAL ASSISTANCE

The school may, from time to time, provide the student with (a) information on federal, state and private education loans and grants, and other 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, but:

- 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;
- any Financial Assistance, including, without limitation, scholarships, may terminate at any time without notice;
- the student is responsible for applying for any Financial Assistance, not the school;
- the student is responsible for determining when and where to apply for any Financial Assistance; 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.

Federal Financial Aid Administered by the U.S. Department of Education

The school is designated as an eligible institution by the U.S. Department of Education (“DOE”) for participation in the following federal programs. To apply for financial aid under the following federal programs, a student needs to complete and submit a Free Application For Federal Student Aid online, by PDF or by paper.

Federal Pell Grant Program
The Federal Pell Grant Program is intended to allow eligible students financial access to the school or 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 year awards range from $0 to $5,550. The amount a student may receive depends on the student’s family’s financial situation, the student’s full- or part-time enrollment status 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.

Iraq and Afghanistan Service Grant Program
A student who is not eligible for a Federal Pell Grant, but whose parent or guardian was a member of the U.S. Armed Forces and died as a result of 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 not to exceed the student’s cost of attendance for that federal award year. An additional eligibility requirement is that the student must be either:

- under 24 years old; or
- enrolled at least part-time at the time of the parent’s or guardian’s death.
Federal Work Study Program
The Federal Work Study Program ("FWS") provides jobs for eligible students who must 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 in a governmental or nonprofit agency. The salary is generally the current 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 the institution. Only a limited number of FWS jobs are available on campus; information with respect to these campus positions is available from the Career Services Office.

Direct Subsidized Federal Stafford Loan Program
These loans are available to eligible students enrolled at least half-time in 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 loan amounts will be pro rated for academic years of less than nine months. A student must repay his or her Direct Subsidized Federal Stafford Loans based on the amount borrowed, but no less than $50 per month, beginning six months after graduation or termination of studies. As of July 1, 2011, the maximum interest rate on a Direct Subsidized Federal Stafford Loan is 3.4% for undergraduate students. Repayment of a Direct Subsidized Federal Stafford Loan may be deferred for up to three years for any student who: (1) is seeking and is unable to find full-time employment; (2) suffers economic hardship; or (3) returns to school and is enrolled at least half-time. As of July 1, 2010, a student is obligated for a 1.0% origination fee on each Direct Subsidized Federal Stafford Loan that the student receives.

Direct Unsubsidized Federal Stafford Loan Program
These loans are available to eligible students enrolled at least half-time in an eligible institution and who do not demonstrate financial need. Under this program, an undergraduate student who is classified as:

- (a) independent or (b) dependent and whose parents fail to qualify for a Direct Federal PLUS Loan, may borrow up to:
  - $3,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $6,000 additional Direct Unsubsidized Federal Stafford Loan for the first academic year;
  - $4,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $6,000 additional Direct Unsubsidized Federal Stafford Loan for the second academic year; and
  - $5,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $7,000 additional Direct Unsubsidized Federal Stafford Loan for each of the third and subsequent academic years; or

- dependent and whose parents are not rejected for a Direct Federal PLUS Loan may borrow up to:
  - $3,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $2,000 additional Direct Unsubsidized Federal Stafford Loan for the first academic year;
  - $4,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $2,000 additional Direct Unsubsidized Federal Stafford Loan for the second academic year; and
  - $5,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $2,000 additional Direct Unsubsidized Federal Stafford Loan for each of the third and subsequent academic years.

A graduate student may borrow up to $20,500 each academic year under this program. This loan was created so that any student, regardless of income, would be able to obtain a Federal Stafford Loan. The terms and conditions of the unsubsidized loan, including deferments and loan charges, with few exceptions, are the same as the Direct Subsidized Federal Stafford Loan described above. However, a student must pay the interest on any Direct Unsubsidized Federal Stafford Loan during the time that the student is in school and during any deferment period. The maximum interest rate on a Direct Unsubsidized Federal Stafford Loan was 6.8%, as of the date this catalog was published. As of July 1, 2010, a student is obligated for a 1.0% origination fee on each Direct Unsubsidized Federal Stafford Loan that the student receives.

Direct Federal PLUS Loan Program
Direct Federal PLUS Loans are for parent and graduate student borrowers. The maximum interest rate for Direct Federal PLUS Loans was 7.9%, as of the date this catalog was published. The interest rates charged on these loans may change, so the student must check with the school for the current rate. As of the date this catalog was published, parents and graduate student borrowers are obligated for a 4% origination fee on each Direct Federal PLUS Loan they receive. Direct Federal PLUS Loans enable parents and graduate students to borrow the cost of the student's education, less other aid received by the student. Direct Federal PLUS Loan borrowing is limited to parents and graduate students with a favorable credit history.

GI Bill Education Benefits
Some programs offered at ITT Technical Institute are approved by the State Approval Agency 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 22-1900, 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. Service members on active duty or current members of the National Guard who are considering college should contact their post or unit education officer for full
details and current tuition benefits. Veterans should contact the school’s Finance Department with questions regarding institutional procedures for certifying enrollment.

NOTE: The regulations governing all federal financial assistance programs are subject to change. The Finance Department will have 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 2012-13.”

State Financial Aid
The Tuition Opportunity Program for Students (“TOPS”) Opportunity Award pays for tuition and certain fees at any of the Louisiana Public Colleges and Universities. If a student attends a college within the Louisiana Association of Independent Colleges and Universities, the award amount will be the weighted average tuition of public-degree granting schools. Students should contact the Finance Department for further information about the standard eligibility and renewal requirements for the TOPS Opportunity Award.

Private Loan Programs

Wells Fargo Student Loan for Career and Community Colleges Program
Loans under the Wells Fargo Student Loan for Career and Community Colleges Program (the “WFP”) are made available to eligible students by Wells Fargo Bank, N.A. The WFP was designed to help eligible students fill the funding gap when federal and state student financial aid sources do not fully cover the students’ cost of education. WFP loans are not guaranteed by the federal government and may cost an eligible student more than federal loans. Under the WFP, an eligible student may borrow from $1,000 up to the cost of the student’s ITT Technical Institute education, less all federal and state grant and loan aid received by the student and his or her parents for the student’s ITT Technical Institute education, not to exceed:

- $10,000 for two-year programs;
- $20,000 for four-year programs;
- $30,000 in total for two-year programs including all other educational debt; and
- $100,000 in total for four-year programs including all other educational debt.

A student borrower can defer payments of principal and interest on his or her WFP loans during a student’s enrollment and for six months after the student’s enrollment in any program at the school ends. The maximum loan repayment period for WFP loans is 12 years. To qualify for a WFP loan:

- the borrower or a cosigner must be a U.S. citizen, permanent resident alien without conditions, or an international student who is a temporary resident alien with a current U.S. address and with proper evidence of eligibility. For permanent and temporary resident aliens, a U.S. citizen cosigner is required;
- the borrower must have a cosigner, unless the borrower qualifies on his or her own by meeting credit, debt to income, and employment requirements;
- the borrower or cosigner(s) must meet the lender’s creditworthiness criteria;
- the borrower and cosigner(s) must be at least 18 years of age, 19 years of age in Alabama, and 21 in Puerto Rico; and
- the student must be attending the school on at least a part-time basis.

As of the date this catalog was published:

- no loan origination fee was charged on a WFP loan;
- the interest rate charged on a WFP loan was either:
  - a variable rate that ranged from the Prime Rate plus 8.74% for the least creditworthy eligible borrowers to the Prime Rate plus 2.25% for the most creditworthy eligible borrowers, where the Prime Rate is subject to a contractual minimum of 3.25%; or
  - a fixed rate that ranged from 15.74% for the least creditworthy eligible borrowers to 8.99% for the most creditworthy eligible borrowers; and
- the interest rate charged on a variable rate WFP loan may adjust once a month, and there is no limit on the amount the rate could increase at one time.

The following model disclosure forms for fixed interest rate loans and variable interest rate loans under the WFP contain information that the Federal Reserve Board requires to be disclosed to students and their families:
## Loan Interest Rate & Fees

Your interest rate will be between **8.990%** and **15.740%**

After the rate is set, it will be fixed for the entire term of the loan.

### Your Interest Rate (upon approval)

The interest rate you pay will be determined after you apply. It will be based upon your credit history and other factors, including cosigner credit and your/cosigner's relationship with the Bank. If approved, we will notify you of the rate you qualify for within the stated range.

### Your Interest Rate during the life of the loan.

**Your rate is fixed.** This means that your interest rate will never change during the life of your loan. For more information on this rate, see the Reference Notes.

### Loan Fees

- **Application Fee:** $0.00
- **Origination Fee:** The fee that we charge to make this loan is 0.000%. **Loan Guarantee Fee:** 0.000%
- **Repayment Fee:** 0.000%
- **Late Charge:** $28.00
- **Returned check charge:** $0.00

### Loan Cost Examples

The total amount you will pay for this loan will vary depending upon when you start to repay it. This example provides estimates based upon three (3) different repayment options available to you while enrolled in school.

<table>
<thead>
<tr>
<th>Repayment Option</th>
<th>Amount Provided (amount provided directly to your school)</th>
<th>Interest Rate (highest possible rate)</th>
<th>Loan Term (how long you have to pay off the loan)</th>
<th>Total Paid over 12 years (includes associated fees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DEFER PAYMENTS</td>
<td>$10,000.00</td>
<td>15.740%</td>
<td>12 years starting after the deferment period</td>
<td>$38,095.20</td>
</tr>
<tr>
<td>Make no payments while enrolled in school. Interest will be charged and added to your loan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. PAY ONLY THE INTEREST</td>
<td>$10,000.00</td>
<td>15.740%</td>
<td>12 years starting after the deferment period</td>
<td>$29,385.90</td>
</tr>
<tr>
<td>Make interest payments but defer payments on the principal amount while enrolled in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. MAKE FULL PAYMENTS</td>
<td>$10,000.00</td>
<td>15.740%</td>
<td>12 years starting after your first payment</td>
<td>$22,302.72</td>
</tr>
<tr>
<td>Pay both the principal and interest amounts while enrolled in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### About this example

The repayment example assumes that you remain in school for 4 years and have a 6 month grace period before beginning repayment of the 12 year repayment term. It is based on the **highest rate currently charged** and associated fees.

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See reverse side for important information
Federal Direct Loan Alternatives

<table>
<thead>
<tr>
<th>Loan Program</th>
<th>Current Interest Rates by Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERKINS</td>
<td>5.00% fixed</td>
</tr>
<tr>
<td>For Students</td>
<td></td>
</tr>
<tr>
<td>Federal Direct Loan</td>
<td>3.40% fixed</td>
</tr>
<tr>
<td>STAFFORD</td>
<td></td>
</tr>
<tr>
<td>For Students</td>
<td>Undergraduate Subsidized</td>
</tr>
<tr>
<td>Federal Direct Loan</td>
<td>6.80% fixed</td>
</tr>
<tr>
<td>PLUS</td>
<td></td>
</tr>
<tr>
<td>For Parents and</td>
<td>7.90% fixed</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
</tbody>
</table>

You may qualify for Federal education loans.

For additional information on student loan options, contact your school's financial aid office or the Department of Education at:

www.federalstudentaid.ed.gov

Next Steps

1. Find Out About Other Loan Options.
   Some schools have school-specific student loan benefits and terms that are not detailed on this form. Contact your school’s financial aid office or visit the Department of Education’s website at www.federalstudentaid.ed.gov for more information about other loans.

2. To Apply For This Loan, Complete the Application and the Borrower Self-Certification Form.
   If you are approved for this loan, the loan terms will be available for 30 days (terms will not change during this period, except as permitted by law). You may get the certification form from your school’s financial aid office.

Reference Notes

Fixed Interest Rate

- Wells Fargo Relationship Discount - The Wells Fargo Relationship Discount will apply if the borrower or any cosigner has and maintains a Qualified Relationship with the Bank. Please ask the Bank about what constitutes a "Qualified Relationship" if you have any questions about this feature. Further Relationship Discount details are set forth in the Loan Request/Consumer Credit Agreement.

Eligibility Criteria

Borrower:
- Must be enrolled as an undergraduate or graduate student at an eligible school, and seeking a degree, certificate, or license.
- Must be a U.S. Citizen, permanent resident alien without conditions, or an international student who is a temporary resident alien with a current U.S. address and with proper evidence of eligibility. For permanent and temporary resident aliens, a U.S. citizen cosigner is required.
- Must have a cosigner, unless you qualify on your own by meeting credit, debt to income, and employment requirements.
- Must be at the age of majority or older at the time of the application. The age of majority is 18 years old in all states except Alabama and Puerto Rico. The age of majority in Alabama is 19. The age of majority in Puerto Rico is 21.

Cosigner:
- Most students will need a cosigner for this loan to meet underwriting requirements. Rates are typically higher without a cosigner; however, cosigners are not required for qualifying student borrowers.
- Must be at the age of majority or older at the time of the application. The age of majority is 18 years old in all states except Alabama and Puerto Rico. The age of majority in Alabama is 19. The age of majority in Puerto Rico is 21.

Bankruptcy Limitations
- If you file for bankruptcy you may still be required to pay back this loan.

More information about loan eligibility and repayment deferral options is available in your loan request/consumer credit agreement.
Wells Fargo® Student Loan for Career and Community Colleges
Application and Solicitation Disclosure

Loan Interest Rate & Fees

Your starting interest rate will be between

5.500% and 11.990%

After the starting rate is set, your rate will then vary with the market.

Your Starting Interest Rate (upon approval)
The starting interest rate you pay will be determined after you apply, it will be based upon your credit history and other factors, including cosigner credit and your/cosigner's relationship with the Bank. If approved, we will notify you of the rate you qualify for within the stated range.

Your Interest Rate during the life of the loan.
Your rate is variable. This means that your rate could move lower or higher than the rates on this form. The variable rate is based upon the Prime Rate (a publicly available interest rate we use to set the variable rate). For more information on this rate, see the reference notes.

There is no limit on the amount the interest rate can increase.

Loan Fees

Application Fee: $0.00 Origination Fee: The fee that we charge to make this loan is 0.000%. Loan Guarantee Fee: 0.000% Repayment Fee: 0.000% Late Charge: $28.00 Returned check charge: $0.00.

Loan Cost Examples

The total amount you will pay for this loan will vary depending upon when you start to repay it. This example provides estimates based upon three (3) different repayment options available to you while enrolled in school.

<table>
<thead>
<tr>
<th>Repayment Option</th>
<th>Amount Provided (amount provided directly to your school)</th>
<th>Interest Rate (highest starting possible rate)</th>
<th>Loan Term (how long you have to pay off the loan)</th>
<th>Total Paid over 12 years (includes associated fees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DEFER PAYMENTS</td>
<td>$10,000.00</td>
<td>11.990%</td>
<td>12 years starting after the deferment period</td>
<td>$29,100.96</td>
</tr>
<tr>
<td>Make no payments while enrolled in school. Interest will be charged and added to your loan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. PAY ONLY THE INTEREST</td>
<td>$10,000.00</td>
<td>11.990%</td>
<td>12 years starting after the deferment period</td>
<td>$24,300.00</td>
</tr>
<tr>
<td>Make interest payments but defer payments on the principal amount while enrolled in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. MAKE FULL PAYMENTS</td>
<td>$10,000.00</td>
<td>11.990%</td>
<td>12 years starting after your first payment</td>
<td>$18,904.32</td>
</tr>
<tr>
<td>Pay both the principal and interest amounts while enrolled in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

About this example
The repayment example assumes that you remain in school for 4 years and have a 6 month grace period before beginning repayment of the 12 year repayment term. It is based on the highest starting rate currently charged and associated fees.

Wells Fargo Education Financial Services is a division of Wells Fargo Bank, N.A.
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See reverse side for important information
Page 3 of 4
Federal Direct Loan Alternatives

<table>
<thead>
<tr>
<th>Loan Program</th>
<th>Current Interest Rates by Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERKINS</strong></td>
<td>5.00% fixed</td>
</tr>
<tr>
<td>For Students</td>
<td></td>
</tr>
<tr>
<td><strong>Federal Direct Loan</strong></td>
<td>3.40% fixed</td>
</tr>
<tr>
<td>Stafford</td>
<td>Undergraduate Subsidized</td>
</tr>
<tr>
<td>For Students</td>
<td></td>
</tr>
<tr>
<td><strong>Federal Direct Loan</strong></td>
<td>6.80% fixed</td>
</tr>
<tr>
<td>PLUS</td>
<td>Undergraduate Unsubsidized;</td>
</tr>
<tr>
<td>For Parents and</td>
<td>Graduate Subsidized &amp;</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>Unsubsidized</td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td><strong>PLUS</strong></td>
<td>7.90% fixed</td>
</tr>
</tbody>
</table>

You may qualify for Federal education loans.

For additional information on student loan options, contact your school’s financial aid office or the Department of Education at:


**Next Steps**

1. **Find Out About Other Loan Options.**
   
   Some schools have school-specific student loan benefits and terms that are not detailed on this form. Contact your school’s financial aid office or visit the Department of Education’s website at [www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov) for more information about other loans.

2. **To Apply For This Loan, Complete the Application and the Borrower Self-Certification Form.**
   
   If you are approved for this loan, the loan terms will be available for 30 days (terms will not change during this period, except as permitted by law and the variable rate may change based on the market). You may get the certification form from your school’s financial aid office.

**Reference Notes**

**Variable Interest Rate**

- This loan has a variable interest rate, that is based on a publicly available index, the Prime Rate. Your rate will be calculated each month by adding a margin between 2.250% and 8.740% to the Prime Rate. The Index (which is equal to the Prime Rate) is subject to a contractual minimum of 3.250%.
- The rate will not increase more than once a month, but there is no limit on the amount that the rate could increase at one time.
- **Wells Fargo Relationship Discount** - The Wells Fargo Relationship Discount will apply if the borrower or any cosigner has and maintains a Qualified Relationship with the Bank. Please ask the Bank about what constitutes a “Qualified Relationship” if you have any questions about this feature. Further Relationship Discount details are set forth in the Loan Request/Consumer Credit Agreement.

**Eligibility Criteria**

**Borrower:**

- Must be enrolled as an undergraduate or graduate student at an eligible school, and seeking a degree, certificate, or license.
- Must be a U.S. Citizen, permanent resident alien without conditions, or an international student who is a temporary resident alien with a current U.S. address and with proper evidence of eligibility. For permanent and temporary resident aliens, a U.S. citizen cosigner is required.
- Must have a cosigner, unless you qualify on your own by meeting credit, debt to income, and employment requirements.
- Must be at the age of majority or older at the time of the application. The age of majority is 18 years old in all states except Alabama and Puerto Rico. The age of majority in Alabama is 19. The age of majority in Puerto Rico is 21.

**Cosigner:**

- Most students will need a cosigner for this loan to meet underwriting requirements. Rates are typically higher without a cosigner; however, cosigners are not required for qualifying student borrowers.
- Must be at the age of majority or older at the time of the application. The age of majority is 18 years old in all states except Alabama and Puerto Rico. The age of majority in Alabama is 19. The age of majority in Puerto Rico is 21.

**Bankruptcy Limitations**

- If you file for bankruptcy you may still be required to pay back this loan.

More information about loan eligibility and repayment deferral options is available in your loan request/consumer credit agreement.
PNC Solution Loan for Undergraduates Loan Program

Loans made under the PNC Solution Loan for Undergraduates loan program (the "PNCSLUP") are made available to eligible students by PNC Bank, National Association. The PNCSLUP was designed to help eligible students fill the funding gap when federal and state student financial aid sources do not fully cover the students' cost of education. PNCSLUP loans are not guaranteed by the federal government and may cost an eligible student more than federal loans. Under the PNCSLUP, an eligible student may borrow up to the cost of the student's ITT Technical Institute education, less all federal and state grant and loan aid received by the student and his or her parents for the student's ITT Technical Institute education, not to exceed $40,000 a year or $225,000 in aggregate.

A student borrower can defer payments of principal and interest on his or her PNCSLUP loans during a student's enrollment and for six months after the student's enrollment in any program at the school ends. The maximum loan repayment period for PNCSLUP loans is 15 years. To qualify for a PNCSLUP loan:

- the borrower and cosigner, if any, must be U.S. citizens or permanent resident aliens and have resided in the U.S. for the previous two years;
- the borrower must have a cosigner, unless the borrower qualifies on his or her own by meeting credit and employment requirements;
- the borrower and cosigner, if any, must meet the lender's creditworthiness criteria;
- the borrower on an individual application and the cosigner on a joint application must have an employment history of at least two years;
- the borrower must be at least the age of majority in his or her state of residence or be at least 17 years old and apply with a creditworthy cosigner who is the age of majority;
- the borrower and co-signer, if any, must have proof of current income;
- the student must be an undergraduate student in a degree program; and
- the student must be attending the school on at least a half-time basis.

As of the date this catalog was published:

- no loan origination fee was charged on a PNCSLUP loan;
- the interest rate charged on a PNCSLUP loan was either:
  - a variable rate that ranged from the LIBOR index plus 11.00% for the least creditworthy eligible borrowers to the LIBOR index plus 3.30% for the most creditworthy eligible borrowers; or
  - a fixed rate that ranged from 13.79% for the least creditworthy eligible borrowers to 7.39% for the most creditworthy eligible borrowers; and
- the interest rate charged on a variable rate PNCSLUP loan may adjust once per quarter, and there is no limit on the amount the rate could increase at one time; and
- the interest rate charged on a variable rate PNCSLUP loan will never exceed 18.00%.

The following model disclosure forms for fixed interest rate loans and variable interest rate loans under the PNCSLUP contain information that the Federal Reserve Board requires to be disclosed to students and their families:
The PNC Solution Loan for Undergraduates

Application and Solicitation Disclosure

Loan Interest Rate & Fees

<table>
<thead>
<tr>
<th>Starting Interest Rate</th>
<th>After the starting rate is set, your rate will then vary with the market.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.570% and 11.270%</td>
<td></td>
</tr>
</tbody>
</table>

Your Starting Interest Rate (upon approval)
The starting interest rate you pay will be determined after you apply. The rate will be established by your credit history (and your cosigner’s if applicable). If approved, we will notify you of the rate you qualify for within the stated range.

Your Interest Rate during the life of the loan
Your rate is variable. This means that your actual rate varies with the market and could be lower or higher than the rate on this form. The variable rate is based upon the average of the LIBOR rates published in the “Money Rates” section of The Wall Street Journal on the first business day of each of the three (3) immediately preceding calendar months. For more information on this rate, see Reference Notes.

Although the rate will vary after you are approved, it will never exceed 18% (the maximum allowable for this loan).

Loan Fees

Origination Fee 0%. Late Charges: 5% of the past due amount or $5.00, whichever is less. Collection and Default Charges: In the event of a default, the borrower may incur additional collection charges as permitted under applicable law.

Loan Cost Examples

The total amount you will pay for this loan will vary depending upon when you start to repay it. This example provides estimates based upon three (3) repayment options available to you while enrolled in school.

<table>
<thead>
<tr>
<th>Repayment Option</th>
<th>Amount Provided (amount provided directly to you or your school)</th>
<th>Interest Rate (highest possible starting rate)</th>
<th>Loan Term (how long you have to pay off the loan)</th>
<th>Total Paid over 180 months (includes associated fees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DEFER PAYMENTS</td>
<td>$10,000</td>
<td>11.270%</td>
<td>180 months starting after the deferment period</td>
<td>$31,593.60</td>
</tr>
<tr>
<td>2. PAY ONLY THE INTEREST</td>
<td>$10,000</td>
<td>11.270%</td>
<td>180 months starting after the deferment period</td>
<td>$25,623.36</td>
</tr>
<tr>
<td>3. MAKE FULL PAYMENTS</td>
<td>$10,000</td>
<td>11.270%</td>
<td>180 months starting after the final disbursement</td>
<td>$21,052.80</td>
</tr>
</tbody>
</table>

About this example
The repayment example assumes you remain in school for forty-eight (48) months and have a six (6) month grace period prior to entering repayment. The repayment example is based on the highest starting rate currently charged and associated fees.
Federal Loan Alternatives

<table>
<thead>
<tr>
<th>Loan Program</th>
<th>Current Interest Rates by Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERKINS for Students</td>
<td>5.000% fixed</td>
</tr>
<tr>
<td>STAFFORD for Students</td>
<td>3.400% fixed Undergraduate subsidized</td>
</tr>
<tr>
<td>PLUS for Parents and Graduate/Professional Students</td>
<td>7.900% fixed</td>
</tr>
<tr>
<td></td>
<td>6.800% fixed Undergraduate unsubsidized &amp; Graduate</td>
</tr>
</tbody>
</table>

You may qualify for Federal education loans. For additional information, contact your school's financial aid office or visit the Department of Education's website at: www.federalstudentaid.ed.gov.

Next Steps

1. Find Out About Other Loan Options.
   Some schools have school-specific student loan benefits and terms not detailed on this form. Contact your school's financial aid office or visit the Department of Education's website at: www.federalstudentaid.ed.gov for more information about other loans.

2. To Apply for this Loan, Complete the Application and the Self-Certification Form.
   You may get the certification form from your school's financial aid office. If you are approved for this loan, the loan terms will be available for 30 days (terms will not change during this period, except as permitted by law and the variable interest rate may change based on the market).

Reference Notes

Variable Interest Rate
- The variable interest rate is based upon the LIBOR index plus a margin of 3.300% to 11.000% based on creditworthiness, and is adjusted quarterly.
- The rate will not increase more than once a quarter, but there is no limit on the amount that the rate could increase at one time. Your rate will never exceed 18.000%.

Eligibility Criteria
- Borrower and cosigner, if applicable, must be US citizens or permanent resident aliens.
- Borrower must be at least the age of majority in his or her state of residence or be at least 17 years old and apply with a creditworthy cosigner who is the age of majority.
- Borrower must be enrolled at least half time and in an eligible program.
- Both borrower and cosigner, if applicable, are subject to credit approval. Additional documentation may be required.
- Applying without a cosigner typically results in a higher rate and/or fees.
- The borrower on an individual application and the cosigner on a joint application must have an employment history of at least two years.

Bankruptcy Limitations
- If you file for bankruptcy you may still be required to pay back this loan.

More information about loan eligibility and repayment deferral or forbearance options is available in your loan application and loan agreement.
The PNC Solution Loan for Undergraduates

Application and Solicitation Disclosure

Loan Interest Rate & Fees

Your Interest Rate (upon approval)
The interest rate you will pay will be determined after you apply. The rate will be established based on your credit history (and your cosigner's if applicable). If approved, we will notify you of the rate you qualify for within the stated range.

Your Interest Rate during the life of the loan
Your rate is fixed and will remain fixed for the life of the loan. This means that once your rate is determined, the rate will not change. For more information on this rate, see Reference Notes.

Loan Fees

Origination Fee 0%. Late Charges: 5% of the past due amount or $5.00, whichever is less. Collection and Default Charges: In the event of a default, the borrower may incur additional collection charges as permitted under applicable law.

Loan Cost Examples

The total amount you will pay for this loan will vary depending upon when you start to repay it. This example provides estimates based upon three (3) repayment options available to you while enrolled in school.

<table>
<thead>
<tr>
<th>Repayment Option</th>
<th>Amount Provided (amount provided directly to you or your school)</th>
<th>Interest Rate (highest possible rate)</th>
<th>Loan Term (how long you have to pay off the loan)</th>
<th>Total Paid over 180 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DEFER PAYMENTS</td>
<td>$10,000</td>
<td>13.790%</td>
<td>180 months starting after the deferment period</td>
<td>$38,851.20</td>
</tr>
<tr>
<td>Make no payments while enrolled in school. Interest will accrue and unpaid accrued interest will be added to your principal balance when you enter repayment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. PAY ONLY THE INTEREST</td>
<td>$10,000</td>
<td>13.790%</td>
<td>180 months starting after the deferment period</td>
<td>$29,731.56</td>
</tr>
<tr>
<td>Make interest payments but defer payments on the principal amount while enrolled in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. MAKE FULL PAYMENTS</td>
<td>$10,000</td>
<td>13.790%</td>
<td>180 months starting after the final disbursement</td>
<td>$24,120.00</td>
</tr>
<tr>
<td>Make principal and interest payments while enrolled in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

About this example
The repayment example assumes you remain in school for forty-eight (48) months and have a six (6) month grace period prior to entering repayment. The repayment example is based on the rate provided above.

SEE BACK OF PAGE
Federal Loan Alternatives

<table>
<thead>
<tr>
<th>Loan Program</th>
<th>Current Interest Rates by Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERKINS for Students</td>
<td>5.000% fixed</td>
</tr>
<tr>
<td>STAFFORD for students</td>
<td>3.400% fixed Undergraduate subsidized</td>
</tr>
<tr>
<td></td>
<td>6.800% fixed Undergraduate unsubsidized &amp; Graduate</td>
</tr>
<tr>
<td>PLUS for Parents and Graduate/Professional Students</td>
<td>7.900% fixed</td>
</tr>
</tbody>
</table>

You may qualify for Federal education loans. For additional information, contact your school’s financial aid office or the Department of Education at: www.federalstudentaid.ed.gov

Next Steps

1. **Find Out About Other Loan Options.**
   Some schools have school-specific student loan benefits and terms not detailed on this form. Contact your school’s financial aid office or visit the Department of Education’s website at: www.federalstudentaid.ed.gov for more information about other loans.

2. **To Apply for this Loan, Complete the Application and the Self-Certification Form.**
   You may get the certification form from your school’s financial aid office. If you are approved for this loan, the loan terms will be available for 30 days (terms will not change during this period, except as permitted by law). The interest rate on this loan is fixed and will not change.

Reference Notes

**Fixed Interest Rate**
- This loan has a fixed interest rate.

**Eligibility Criteria**
- Borrower and cosigner, if applicable, must be US citizens or permanent resident aliens.
- Borrower must be at least the age of majority in his or her state of residence or be at least 17 years old and apply with a creditworthy cosigner who is the age of majority.
- Borrower must be enrolled at least half time and in an eligible program.
- Both borrower and cosigner, if applicable, are subject to credit approval. Additional documentation may be required.
- Applying without a cosigner typically results in a higher rate and/or fees.
- The borrower on an individual application and the cosigner on a joint application must have an employment history of at least two years.

**Bankruptcy Limitations**
- If you file for bankruptcy you may still be required to pay back this loan.

More information about loan eligibility and repayment deferral or forbearance options is available in your loan application and loan agreement.
PNC Solution Loan for Graduates Loan Program

Loans made under the PNC Solution Loan for Graduates loan program (the “PNCSLGP”) are made available to eligible students by PNC Bank, National Association. The PNCSLGP was designed to help eligible students fill the funding gap when federal and state student financial aid sources do not fully cover the students' cost of education. PNCSLGP loans are not guaranteed by the federal government and may cost an eligible student more than federal loans. Under the PNCSLGP, an eligible student may borrow up to the cost of the student's ITT Technical Institute education, less all federal and state grant and loan aid received by the student for the student's ITT Technical Institute education, not to exceed $65,000 a year for creditworthy borrowers or $20,000 a year for credit ready borrowers or $225,000 in aggregate for either type of borrower.

A student borrower can defer payments of principal and interest on his or her PNCSLGP loans during a student’s enrollment and for six months after the student’s enrollment in any program at the school ends. The maximum loan repayment period for PNCSLGP loans is 15 years. To qualify for a PNCSLGP loan:

- the borrower and cosigner, if any, must be U.S. citizens or permanent resident aliens and have resided in the U.S. for the previous two years;
- the borrower must have a cosigner, unless the borrower qualifies on his or her own by meeting credit and employment requirements;
- the borrower and cosigner, if any, must meet the lender's creditworthiness criteria;
- the borrower on an individual application and the cosigner on a joint application must have an employment history of at least two years;
- the borrower must have a creditworthiness cosigner who is the age of majority;
- the borrower must be at least 17 years old and apply with a creditworthy cosigner who is the age of majority;
- the borrower and co-signer, if any, must have proof of current income, if applying as creditworthy;
- the student must be a graduate or professional student in a degree program; and
- the student must be attending the school on at least a half-time basis.

As of the date this catalog was published:

- no loan-origination fee was charged on a PNCSLGP loan;
- the interest rate charged on a PNCSLGP loan was either:
  - a variable rate that ranged from the LIBOR index plus 11.00% for the least creditworthy eligible borrowers to the LIBOR index plus 3.30% for the most creditworthy eligible borrowers; or
  - a fixed rate that ranged from 13.79% for the least creditworthy eligible borrowers to 7.39% for the most creditworthy eligible borrowers; and
- the interest rate charged on a variable rate PNCSLGP loan may adjust once per quarter, and there is no limit on the amount the rate could increase at one time; and
- the interest rate charged on a variable rate PNCSLGP loan will never exceed 18.00%.

The following model disclosure forms for fixed interest rate loans and variable interest rate loans under the PNCSLGP contain information that the Federal Reserve Board requires to be disclosed to students and their families:
The PNC Solution Loan for Graduates

Application and Solicitation Disclosure

Loan Interest Rate & Fees

<table>
<thead>
<tr>
<th>Your starting interest rate will be between</th>
<th>3.570% and 11.270%</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the starting rate is set, your rate will then vary with the market.</td>
<td></td>
</tr>
</tbody>
</table>

Your Starting Interest Rate (upon approval)
The starting Interest Rate you pay will be determined after you apply. The rate will be established by your credit history (and your cosigner’s if applicable). If approved, we will notify you of the rate you qualify for within the stated range.

Your Interest Rate during the life of the loan
Your rate is variable. This means that your actual rate varies with the market and could be lower or higher than the rate on this form. The variable rate is based upon the average of the LIBOR rates published in the “Money Rates” section of The Wall Street Journal on the first business day of each of the three (3) immediately preceding calendar months. For more information on this rate, see Reference Notes.

Although the rate will vary after you are approved, it will never exceed 18% (the maximum allowable for this loan).

Loan Fees
Origination Fee 0%. Late Charges: 5% of the past due amount or $5.00, whichever is less. Collection and Default Charges: In the event of a default, the borrower may incur additional collection charges as permitted under applicable law.

Loan Cost Examples
The total amount you will pay for this loan will vary depending upon when you start to repay it. This example provides estimates based upon three (3) repayment options available to you while enrolled in school.

<table>
<thead>
<tr>
<th>Repayment Option (while enrolled in school)</th>
<th>Amount Provided (amount provided directly to you or your school)</th>
<th>Interest Rate (highest possible starting rate)</th>
<th>Loan Term (how long you have to pay off the loan)</th>
<th>Total Paid over 180 months (includes associated fees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DEFER PAYMENTS</td>
<td>$10,000</td>
<td>11.270%</td>
<td>180 months starting after the deferment period</td>
<td>$31,593.60</td>
</tr>
<tr>
<td>Make no payments while enrolled in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make principal and interest payments while enrolled in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. PAY ONLY THE INTEREST</td>
<td>$10,000</td>
<td>11.270%</td>
<td>180 months starting after the deferment period</td>
<td>$25,623.36</td>
</tr>
<tr>
<td>Make interest payments but defer payments on the principal amount while enrolled in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. MAKE FULL PAYMENTS</td>
<td>$10,000</td>
<td>11.270%</td>
<td>180 months starting after the final disbursement</td>
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<tr>
<td>Make principal and interest payments while enrolled in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

About this example
The repayment example assumes you remain in school for forty-eight (48) months (additional 48 months available for medical students and have a six (6) month grace period prior to entering repayment. The repayment example is based on the highest starting rate currently charged and associated fees.

SEE BACK OF PAGE
Federal Loan Alternatives

<table>
<thead>
<tr>
<th>Loan Program</th>
<th>Current Interest Rates by Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERKINS for Students</td>
<td>5.00% fixed</td>
</tr>
<tr>
<td>STAFFORD for Students</td>
<td>3.400% fixed Undergraduate subsidized</td>
</tr>
<tr>
<td></td>
<td>6.800% fixed Undergraduate unsubsidized &amp; Graduate</td>
</tr>
<tr>
<td>PLUS for Parents and Graduate/Professional Students</td>
<td>7.900% fixed</td>
</tr>
</tbody>
</table>

You may qualify for Federal education loans.
For additional information, contact your school's financial aid office or the Department of Education at:

www.federalstudentaid.ed.gov

Next Steps

1. Find Out About Other Loan Options.
   Some schools have school-specific student loan benefits and terms not detailed on this form. Contact your school's financial aid office or visit the Department of Education's website at:
   www.federalstudentaid.ed.gov for more information about other loans.

2. To Apply for this Loan, Complete the Application and the Self-Certification Form.
   You may get the certification form from your school's financial aid office. If you are approved for this loan, the loan terms will be available for 30 days (terms will not change during this period, except as permitted by law and the variable interest rate may change based on the market).

Reference Notes

Variable Interest Rate
- The variable interest rate is based upon the LIBOR index plus a margin of 3.300% to 11.000% based on creditworthiness, and is adjusted quarterly.
- The rate will not increase more than once a quarter, but there is no limit on the amount that the rate could increase at one time. Your rate will never exceed 18%.

Eligibility Criteria
- Borrower and cosigner, if applicable, must be US citizens or permanent resident aliens.
- Borrower must be at least the age of majority in his or her state of residence or be at least 17 years old and apply with a creditworthy cosigner who is the age of majority.
- Borrower must be enrolled at least half time and in an eligible program.
- Both borrower and cosigner, if applicable, are subject to credit approval. Additional documentation may be required.
- Applying without a cosigner typically results in a higher rate and/or fees.
- The borrower on an individual application and the cosigner on a joint application must have an employment history of at least two years.

Bankruptcy Limitations
- If you file for bankruptcy you may still be required to pay back this loan.

More information about loan eligibility and repayment deferral or forbearance options is available in your loan application and loan agreement.
The PNC Solution Loan for Graduates

Application and Solicitation Disclosure

Loan Interest Rate & Fees

Your Interest Rate (upon approval)
The interest rate you will pay will be determined after you apply. The rate will be established based on your credit history (and your cosigner’s if applicable). If approved, we will notify you of the rate you qualify for within the stated range.

Your Interest Rate during the life of the loan
Your rate is fixed and will remain fixed for the life of the loan. This means that once your rate is determined, the rate will not change. For more information on this rate, see Reference Notes.

Loan Fees
Origination Fee 0%. Late Charges: 5% of the past due amount or $5.00, whichever is less. Collection and Default Charges: In the event of a default, the borrower may incur additional collection charges as permitted under applicable law.

Loan Cost Examples
The total amount you will pay for this loan will vary depending upon when you start to repay it. This example provides estimates based upon three (3) repayment options available to you while enrolled in school.

<table>
<thead>
<tr>
<th>Repayment Option</th>
<th>Amount Provided (amount provided directly to you or your school)</th>
<th>Interest Rate (highest possible rate)</th>
<th>Loan Term (how long you have to pay off the loan)</th>
<th>Total Paid over 180 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DEFER PAYMENTS</td>
<td>$10,000</td>
<td>13.790%</td>
<td>180 months starting after the deferment period</td>
<td>$38,851.20</td>
</tr>
<tr>
<td>2. PAY ONLY THE INTEREST</td>
<td>$10,000</td>
<td>13.790%</td>
<td>180 months starting after the deferment period</td>
<td>$29,731.56</td>
</tr>
<tr>
<td>3. MAKE FULL PAYMENTS</td>
<td>$10,000</td>
<td>13.790%</td>
<td>180 months starting after the final disbursement</td>
<td>$24,120.00</td>
</tr>
</tbody>
</table>

About this example
The repayment example assumes you remain in school for forty-eight (48) months (additional 48 months available for medical students) and have a six (6) month grace period prior to entering repayment. The repayment example is based on the rate provided above.

SEE BACK OF PAGE
Federal Loan Alternatives

<table>
<thead>
<tr>
<th>Loan Program</th>
<th>Current Interest Rates by Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERKINS for Students</td>
<td>5.000% fixed</td>
</tr>
<tr>
<td>STAFFORD for Students</td>
<td>3.400% fixed Undergraduate subsidized</td>
</tr>
<tr>
<td></td>
<td>6.800% fixed Undergraduate unsubsidized &amp; Graduate</td>
</tr>
<tr>
<td>PLUS for Parents and Graduate/Professional Students</td>
<td>7.900% fixed</td>
</tr>
</tbody>
</table>

You may qualify for Federal education loans. For additional information, contact your school's financial aid office or the Department of Education at: www.federalstudentaid.ed.gov

Next Steps

1. **Find Out About Other Loan Options.**
   Some schools have school-specific student loan benefits and terms not detailed on this form. Contact your school's financial aid office or visit the Department of Education’s website at: www.federalstudentaid.ed.gov for more information about other loans.

2. **To Apply for this Loan, Complete the Application and the Self-Certification Form.**
   You may get the certification form from your school's financial aid office. If you are approved for this loan, the loan terms will be available for 30 days (terms will not change during this period, except as permitted by law. The interest rate on this loan is fixed and will not change).

Reference Notes

**Fixed Interest Rate**
- This loan has a fixed interest rate.

**Eligibility Criteria**
- Borrower and cosigner, if applicable, must be US citizens or permanent resident aliens.
- Borrower must be at least the age of majority in his or her state of residence or be at least 17 years old and apply with a creditworthy cosigner who is the age of majority.
- Borrower must be enrolled at least half time and in an eligible program.
- Both borrower and cosigner, if applicable, are subject to credit approval. Additional documentation may be required.
- Applying without a cosigner typically results in a higher rate and/or fees.
- The borrower on an individual application and the cosigner on a joint application must have an employment history of at least two years.

**Bankruptcy Limitations**
- If you file for bankruptcy you may still be required to pay back this loan.

More information about loan eligibility and repayment deferral or forbearance options is available in your loan application and loan agreement.
ADDENDUM TO INSTITUTIONAL SCHOLARSHIPS

First Addendum to the President's Scholarship
This First Addendum to the President's Scholarship applies only to eligible new students who first begin attending classes in a bachelor degree program of study at an ITT Technical Institute in the quarter that begins in September 2012 ("9/12 Student"). At the end of each quarter that an eligible 9/12 Student is enrolled in a bachelor degree program, the school will determine if the 9/12 Student qualifies for a President's Scholarship award for that quarter. If the eligible 9/12 Student qualifies for a particular quarter, the 9/12 Student will receive a President's Scholarship award in the form of a retroactive reduction in the cost per credit hour for each course taken by the student in that quarter that has a "O" printed next to its course number in the Program Outline for that bachelor degree program, as shown in the Curricula section of this catalog. The amount of the retroactive reduction in the cost per credit hour for each applicable course will be:

- 30%, if the 9/12 Student’s bachelor degree program of study is:
  - Project Management and Administration;
  - Information Systems and Cybersecurity;
  - Electrical Engineering and Communications Technology;

- 20%, if the 9/12 Student’s bachelor degree program of study is not one of the three bachelor degree programs specified above in the immediately preceding bullet point.

All other Eligibility Requirements, Qualification Requirements and procedural aspects of the President’s Scholarship are applicable to 9/12 Students.
ADDENDUM TO INSTITUTIONAL SCHOLARSHIPS

Second Chance Incentive Scholarship
The primary purpose of the Second Chance Incentive Scholarship (the “SCIS”) is to encourage certain prospective students to commit to pursuing their educational goals. The SCIS is only available to eligible full-time students who first begin attending classes at an ITT Technical Institute in an associate degree program of study in the academic quarter that begins on September 17, 2012 (“9/12 SC Students”). At the end of each quarter that an eligible 9/12 SC Student is enrolled full-time in an associate degree program, the school will determine if the 9/12 SC Student qualifies for a SCIS award for that quarter. If the eligible 9/12 SC Student qualifies for a particular quarter, the 9/12 SC Student will receive a SCIS award in the form of a retroactive 20% reduction of the cost per credit hour for each course of the associate degree program of study taken by the 9/12 SC Student in that quarter.

Eligibility Requirements – To be eligible for the SCIS, a student must:
• have been admitted to an associate degree program of study at an ITT Technical Institute between July 1, 2011 and June 30, 2012;
• have selected to begin attending courses in an associate degree program of study in the academic quarter that began on either September 12, 2011, December 5, 2011, March 19, 2012 or June 18, 2012 (“Applicable Academic Quarter”);
• have failed to begin attending courses in an associate degree program of study at an ITT Technical Institute in the Applicable Academic Quarter; and
• first begin attending courses at an ITT Technical Institute in the academic quarter that begins on September 17, 2012 with a full-time course load in an associate degree program of study.

Qualification Requirements – To qualify for an SCIS award for a particular quarter, a 9/12 SC Student must:
• be enrolled at all times during that quarter in courses in his or her associate degree program of study that represent at least 12 quarter credit hours; and
• at the end of that quarter, be making satisfactory academic progress and have an overall cumulative grade point average of at least 3.0 for all courses taken in his or her associate degree program of study.

Upon admission to an associate degree program of study at the school, the 9/12 SC Student must contact the school’s Finance Department to determine if he or she is eligible for the SCIS. If the school determines that the student satisfies the eligibility requirements of the SCIS, the 9/12 SC Student will have the opportunity to qualify for an SCIS award for each quarter of full-time attendance in his or her associate degree program of study. A 9/12 SC Student who qualifies for a SCIS award for any particular quarter shall not be entitled to any other institutional scholarship in connection with the 9/12 SC Student’s enrollment in his or her associate degree program of study during that quarter.

August 3, 2012
Institutional Scholarships

President's Scholarship
The primary purpose of the President's Scholarship 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 President's Scholarship is available to eligible new students who begin a bachelor degree program of study at an ITT Technical Institute. At the end of each quarter that an eligible student is enrolled in a bachelor degree program, the school will determine if the student qualifies for a President's Scholarship award for that quarter. If the eligible student qualifies for a particular quarter, the student will receive a President's Scholarship award in the form of a retroactive 20% reduction in the cost per credit hour for each course taken by the student in that quarter that has a “O” printed next to its course number in the Program Outline for that bachelor degree program, as shown in the Curricula section of this catalog.

Eligibility Requirements – To be eligible for the President’s Scholarship, a student must:
- first begin attending classes in a bachelor degree program of study at an ITT Technical Institute on or after September 8, 2008; and
- 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.

Qualification Requirements – To qualify for a President’s Scholarship award for a particular quarter, the student must:
- be enrolled at all times during that quarter in courses in his or her bachelor degree program that represent at least 12 quarter credit hours; and
- at the end of that quarter, be making satisfactory academic progress and have an overall cumulative grade point average of at least 3.0 for all courses taken in his or her bachelor degree program of study.

Upon admission to a bachelor’s degree program of study at the school, the student must contact the school’s Finance Department to determine if he or she is eligible for the President’s Scholarship. If the school determines that the student satisfies the eligibility requirements of the President’s Scholarship upon admission to a bachelor’s degree program at the school, the student will have the opportunity to qualify for a President’s Scholarship award for each quarter of attendance in his or her bachelor degree program. An eligible student may not receive a President’s Scholarship award for more than eight quarters of the student’s enrollment in his or her bachelor degree program.

FIRST/ITT Technical Institute Scholarship
FIRST (For Inspiration and Recognition of Science and Technology) is a non-profit organization whose mission is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership. The ITT Technical Institutes recognize the positive effects of FIRST programs in encouraging learning in science and technology and in fostering character development and teambuilding skills.

Scholarship Description
To further the goals of FIRST, each participating ITT Technical Institute intends to award one scholarship annually to a FIRST Robotics Competition (FRC) or FIRST Tech Challenge (FTC) participant in the FIRST Region. The scholarship award will be in the amount of the recipient’s tuition cost for any associate’s degree program offered at the school, not to exceed $2,250 in any quarter or $18,000 in total. The scholarship also may be used at other ITT Technical Institute locations. Scholarship funds will be applied to the recipient's account at the school at the start of each quarter that the recipient satisfies the Scholarship Award Requirements.

Eligibility Requirements
- An applicant must be a junior or senior in high school at the time the application is submitted.
- An applicant must be able to demonstrate active participation on a FIRST team located in the FIRST region during the school year in which the scholarship application is submitted.
- An applicant must apply to a participating ITT Technical Institute within the FIRST Region in which the applicant's team resides.

Selection Criteria
- Interest in mathematics, science and technology as demonstrated by the applicant’s high school grades.
- Leadership and team skills as demonstrated by the nature of participation on a FIRST team.

Application Process
Applications will be accepted only by a participating ITT Technical Institute located in the FIRST Region in which the applicant’s team resides.
Applications must be received by the participating ITT Technical Institute no later than 5 p.m. on Friday, April 12, 2013.
Applications should be addressed to the Dean at the participating ITT Technical Institute in the FIRST Region in which the applicant’s team resides.
Applications must include all of the following to be considered:
- Completed application form, available from participating ITT Technical Institutes or on the FIRST website located at www.usfirst.org/scholarships.
- Official high school transcript.
• Letter of recommendation from an adult sponsor of the applicant's FIRST team that describes the applicant's level of participation on and commitment to the FIRST team.
• Letter written by the applicant describing what he or she learned about mathematics, science or technology through participation on the FIRST team. This letter should be between 500 and 600 words in length.
• ITT Technical Institute reserves the right not to award the scholarship if there are no applicants who meet the minimum criteria.

Scholarship Award Requirements
• The scholarship recipient must meet the admission requirements of ITT Technical Institute.
• The scholarship recipient must maintain a cumulative grade point average (GPA) of 3.0 in order to maintain the scholarship. If the student's cumulative GPA drops below 3.0, scholarship funds will not be applied toward tuition payments until the cumulative GPA has been restored to 3.0.
• The scholarship is transferable to other ITT Technical Institutes, but not transferable to non-ITT Technical Institutes. Please note there will be no refund of dollars if the student withdraws from a course or from the program of study.
• The recipient must begin his or her program of study at the ITT Technical Institute of choice by December 31st of the year in which the recipient graduates from high school.

*For a list of participating ITT Technical Institutes, please visit: www.usfirst.org/scholarships-itttech. For an application, please visit www.usfirst.org/scholarships-itttech-app.

Non-Institutional Scholarships

Champagne Scholarship
The primary purpose of the Champagne Scholarship is to provide and encourage higher education for working adults by helping to lessen the financial burden of going to college. The Champagne Scholarship Fund is a non-profit organization that intends to award Champagne Scholarships each academic quarter to students who are in their first academic quarter of attendance at the school, meet the eligibility requirements and are selected by the Champagne Scholarship Fund. A Champagne Scholarship award is for a total of $3,000. A Champagne Scholarship award is disbursed to the school for application to the recipient's account in two equal installments of $1,500 each. The first installment is disbursed at the start of the recipient's second academic quarter of attendance at the school for application toward the recipient's second academic quarter tuition cost. The second installment is disbursed at the start of the recipient's third academic quarter of attendance at the school for application toward the recipient's third academic quarter tuition cost.

Eligibility Requirements:
• The recipient must have a $0 Expected Family Contribution (“EFC”) as determined under the DOE’s regulations. The recipient’s EFC will be determined based on the recipient’s information used to apply for federal student financial aid in his or her first academic year of study at the school.
• The recipient must be enrolled full-time in a program of study at the school.
• The recipient must be enrolled full-time in a program of study at the school at the time of each disbursement of the Champagne Scholarship award.

Selection Criteria:
• The Champagne Scholarship Fund will determine each recipient of the Champagne Scholarship.
• The Champagne Scholarship Fund will make its determination based on its review of the applicant's information contained in the Champagne Scholarship Application and information obtained from the school regarding the applicant’s satisfactory academic progress and EFC.

The school makes no representation or promise whatsoever that any student will receive any of the Financial Assistance described above. The availability of Financial Assistance does not imply that the federal government, state government, any of their agencies, any private lender or any other source 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 AND DISCLOSURES

Federal education loans and private education loans (collectively, "Loans") are two types of financial aid that are 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 Institute's 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 goodwill; 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").

Disclosures:

(1) All Agents with responsibilities for Loans or other student financial aid are required to obtain annual training on the Code of Conduct above.

(2) Student and parent borrowers:

- may qualify for federal student financial aid available at ITT Technical Institute, and are advised to consider all federal student aid that is available, which:
  - is specified in ITT Technical Institute's school catalog;
  - is explained in detail in The Guide to Federal Student Aid, published by the DOE and available at http://studentaid.ed.gov/students/publications/student_guide/index.html; and
  - includes federal Loans, which may charge lower rates of interest and offer other more favorable Terms than private Loans, which may cost borrowers more than federal Loans;
- have the right and ability to select the Lender of their choice;
- are not required to use any Lender referred or recommended by ITT Technical Institute; and
- will not be penalized for selecting a Lender that is not referred or recommended by ITT Technical Institute.
The maximum amount of federal grant and federal loan aid available at ITT Technical Institute is as follows:

<table>
<thead>
<tr>
<th>Type of Grant or Loan</th>
<th>Maximum Amount Subject to Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
<td>$0 to $5,550 for the 2012/2013 award year</td>
</tr>
<tr>
<td>Direct Subsidized Federal Stafford Loan</td>
<td>Up to $3,500 for the first academic year</td>
</tr>
<tr>
<td></td>
<td>Up to $4,500 for the second academic year</td>
</tr>
<tr>
<td></td>
<td>Up to $5,500 for each of the third and subsequent academic years</td>
</tr>
<tr>
<td>Direct Unsubsidized Federal Stafford Loan</td>
<td>Up to $3,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $6,000 additional Direct Unsubsidized Federal Stafford Loan for the first academic year</td>
</tr>
<tr>
<td></td>
<td>Up to $4,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $6,000 additional Direct Unsubsidized Federal Stafford Loan for the second academic year</td>
</tr>
<tr>
<td></td>
<td>Up to $5,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $7,000 additional Direct Unsubsidized Federal Stafford Loan for each of the third and subsequent academic years</td>
</tr>
<tr>
<td>(a) Undergraduate (i) independent student or (ii) dependent student whose parents fail to qualify for a Direct Federal PLUS Loan</td>
<td>Up to $3,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $6,000 additional Direct Unsubsidized Federal Stafford Loan for the first academic year</td>
</tr>
<tr>
<td></td>
<td>Up to $4,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $6,000 additional Direct Unsubsidized Federal Stafford Loan for the second academic year</td>
</tr>
<tr>
<td></td>
<td>Up to $5,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $7,000 additional Direct Unsubsidized Federal Stafford Loan for each of the third and subsequent academic years</td>
</tr>
<tr>
<td>(b) Undergraduate dependent student whose parents are not rejected for a Direct Federal PLUS Loan</td>
<td>Up to $3,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $2,000 additional Direct Unsubsidized Federal Stafford Loan for the first academic year</td>
</tr>
<tr>
<td></td>
<td>Up to $4,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $2,000 additional Direct Unsubsidized Federal Stafford Loan for the second academic year</td>
</tr>
<tr>
<td></td>
<td>Up to $5,500 combined of Direct Subsidized and/or Unsubsidized Federal Stafford Loans, plus $2,000 additional Direct Unsubsidized Federal Stafford Loan for each of the third and subsequent academic years</td>
</tr>
<tr>
<td>(c) Graduate student</td>
<td>Up to $20,500 for each academic year</td>
</tr>
<tr>
<td>Direct Federal PLUS Loan</td>
<td>Up to the cost of the student’s education each academic year, less all other federal aid received</td>
</tr>
</tbody>
</table>

(1) The maximum amount listed is the amount that is in effect as of July 1, 2012. The actual amount available to a student or parent borrower is subject to the borrower’s qualification pursuant to DOE regulations and the monies available under each program from time to time.

Specific disclosures for private loans:
- ITT Technical Institute typically refers student and parent borrowers to the following list of Lenders of private loans (“Private Lenders”) to assist its students in obtaining financial aid to help pay their cost of education that federal student financial aid does not cover:
  - Wells Fargo Bank, N.A. (“WFB”); or
  - PNC Bank, National Association (“PNC”).
- WFB is not affiliated with any of the other Private Lenders. PNC is not affiliated with any of the other Private Lenders.
- ITT Technical Institute believes that many of its students would be unable to pursue and pay the cost of their education without access to private loans, because, in many cases, the amount of other available financial resources is insufficient or those resources are inaccessible for student and parent borrowers to use to cover the students’ cost of education.
- ITT Technical Institute typically refers the Private Lenders to student and parent borrowers, because of the Terms and availability of their private loans. ITT Technical Institute compares the Terms of private loans that Lender’s may offer to ITT Technical Institute student or parent borrowers on an annual basis through an informal process. The most important Terms include the interest rates and fees charged on the private Loans, the borrower benefits associated with the private Loans (such
as repayment benefits and loan consolidation), the credit criteria that borrowers must satisfy to qualify for the private Loans and various aspects of the administration of the private Loans (such as the manner and ease by which the private Loans are processed, funded and serviced).

- ITT Technical Institute believes that the Terms of the Private Lenders' private Loans are competitive with the Terms of private Loans offered by other Lenders that may be available to ITT Technical Institute student and parent borrowers. ITT Technical Institutes goal is to refer Lenders that offer to ITT Technical Institute student and parent borrowers, as a whole, private Loans with competitive Terms, and that administer those private Loans efficiently. The general Terms of the private Loans offered by the Private Lenders to ITT Technical Institute student and parent borrowers were determined through negotiations conducted on behalf of all of the ITT Technical Institutes across the country. ITT Technical Institute believes that this approach can generally help reduce the rates and improve the other Terms of the private Loans, because the number of potential borrowers attending all of those institutions combined is much greater than the number attending a single ITT Technical Institute campus and, therefore, more attractive to the Private Lenders. ITT Technical Institute cannot assure any student or parent borrower, however, that the Terms of the Private Lenders' private Loans contain lower rates or other Terms that are more beneficial, or are administered more efficiently, than private Loans offered by other Lenders that a student or parent borrower may be able to obtain.

- The Private Lenders have made assurances that any repayment benefits advertised with respect to any private Loans that student and parent borrowers obtain from any of the Private Lenders will continue to apply to their private Loans, regardless of whether that Private Lender sells their private Loans.

- The Private Lenders may now, or in the future have an agreement to sell the private Loans made to ITT Technical Institute's parent and student borrowers to unaffiliated Lenders.

- ITT Technical Institute encourages student and parent borrowers to:
  - shop around to obtain private Loans from Lenders who offer the best combination of Terms for the borrower’s particular circumstances;
  - choose Lenders that can process and fund the borrower’s private Loans electronically, in order to avoid a slower paper process which may result in delays in funding the borrower’s private Loans; and
  - make certain that all repayment benefits advertised by the Lender with respect to the borrower’s private Loans (such as discounts for a certain number of consecutive timely private Loan payments) are specified in the borrower’s private Loan documents and will remain part of the Terms if the private Loans are subsequently sold by the Lender.

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. The student 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.

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.
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 Main Campus - ITT Technical Institute, Indianapolis (Angola Court), Indiana

History of Additional Location - ITT Technical Institute, Baton Rouge, Louisiana
ITT Technical Institute opened in Baton Rouge in March 2007. The school now offers associate degree programs of study in Business Management, Computer and Electronics Engineering Technology, Computer Drafting and Design, Criminal Justice, Criminology and Forensic Technology, Drafting and Design Technology, Electrical Engineering Technology, Graphic Communications

**Accreditation**
Accredited by the Accrediting Council for Independent Colleges and Schools to award associate of 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.

**Approval**
ITT Technical Institute is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Some programs are approved for the training of veterans by the State Approval Agency.

Evidence of the institution's approval is on display at the school or may be obtained from the Director.

**Memberships**
Ascension Parish Chamber of Commerce
Association of Private Sector Colleges and Universities
Better Business Bureau of South Central Louisiana
Louisiana Association of Private Colleges and Schools
National Technical Honor Society
Faculty

General Education

Tiera Coston, Associate Dean, General Studies/Acting Chair, School of Business
B.S., Xavier University of Louisiana
J.D., Loyola University New Orleans
Ph.D., Tulane University

Keesha Anderson, Adjunct Instructor
B.S., M.B.A., University of Phoenix

K'Mesha Anderson, Adjunct Instructor
B.S., M.B.A., University of Phoenix

Xinjia Chen, Adjunct Instructor
B.S., Beijing University of Aeronautics, China
M.S., Ph.D., Louisiana State University

Keisha Clark, Adjunct Instructor
B.A., M.P.A., Southern University and A&M College

Franka Cumberbatch, Adjunct Instructor
B.A., M.S.W., Louisiana State University and A&M College

Buddy Harper, Adjunct Instructor
B.F.A., University of Louisville
M.F.A., Louisiana State University and A&M College

Alisha Johnson, Adjunct Instructor
B.S., Southern University and A&M College
M.A., Ashford University
M.B.A., University of Phoenix

Kyle Levy, Adjunct Instructor
B.S., Spelman College
M.S., Louisiana State University and A&M College

Niklos Maris, Adjunct Instructor
B.S., Polytechnic Institute of New York
M.S., Ph.D., University of Notre Dame

Rebecca May-Ricks, Adjunct Instructor
B.A., Southeastern Louisiana University
M.F.A., The University of Memphis
J.D., Tulane University

Darrin Meyers, Instructor
B.A., M.A., Southeastern Louisiana University

Stephanie Pierre, Adjunct Instructor
B.S., Southern University
M.A., University of Phoenix

Barry Pike, Adjunct Instructor
B.A., University of New Hampshire
J.D., Loyola College in Maryland

Rocheikiya Reese, Instructor
B.S., M.S., Southern University and A&M College

Kina Sweet, Adjunct Instructor
B.G.S., University of Louisiana Lafayette
M.B.A., University of Phoenix

School of Information Technology

R. Richard Raether III, Chair, School of Information Technology
B.S., Louisiana State University and A&M College

Information Systems and Cybersecurity Program
(Bachelor of Science Degree)

R. Richard Raether III, Chair, School of Information Technology
B.S., Louisiana State University and A&M College

Mark Edwards, Adjunct Instructor
B.S., Saint Leo University

Rhonda Heath, Instructor
B.S., University of Phoenix

Kevin Kuperman, Adjunct Instructor
B.A., Louisiana State University and A&M College

Robert Sterling, Adjunct Instructor
B.S., Southern University at New Orleans
M.I.S., University of Phoenix

Karthyk Venkatesh, Adjunct Instructor
B.A., B.S., University of New York at Buffalo

Adam Yates, Adjunct Instructor
B.G.S., Louisiana State University and A&M College

Information Systems Security Program
(Bachelor of Science Degree)

R. Richard Raether III, Chair, School of Information Technology
B.S., Louisiana State University and A&M College

Rhonda Heath, Instructor
B.S., University of Phoenix

Kevin Kuperman, Adjunct Instructor
B.A., Louisiana State University and A&M College

Karthik Venkatesh, Adjunct Instructor
B.A., B.S., University of New York at Buffalo

Project Management Program
(Bachelor of Science Degree)

Kenneth Cambre, Adjunct Instructor
B.S., Louisiana State University and A&M College
M.B.A., University of Phoenix

Jeremy Deal, Adjunct Instructor
B.S., M.P.A., Louisiana Tech University

Patrick Soniat, Adjunct Instructor
B.S., Louisiana State University and A&M College
M.S., Central Michigan University
Network Systems Administration Program  
(Associate of Science Degree)

R. Richard Raether III, Chair, School of Information Technology  
B.S., Louisiana State University and A&M College

Mark Edwards, Adjunct Instructor  
B.S., Saint Leo University

Rhonda Heath, Instructor  
B.S., University of Phoenix

Moussa Keita, Adjunct Instructor  
B.S., M.S., Southern University and A&M College

Kevin Kuperman, Adjunct Instructor  
B.A., Louisiana State University and A&M College

Robert Sterling, Adjunct Instructor  
B.S., Southern University at New Orleans  
M.I.S., University of Phoenix

Benjamin Strohm, Adjunct Instructor  
B.S., University of Phoenix

Karthik Venkatesh, Adjunct Instructor  
B.A., B.S., University of New York at Buffalo

Adam Yates, Adjunct Instructor  
B.S., Louisiana State University and A&M College

School of Electronics Technology

Christopher McCullough, Chair, School of Electronics Technology  
B.S., Colorado Technical University  
M.S., Embry Riddle Aeronautical University

Electrical Engineering and Communications Technology Program  
(Bachelor of Science Degree)

Please see the school Director for a listing of faculty.

Electronics and Communications Engineering Technology Program  
(Bachelor of Science Degree)

Christopher McCullough, Chair, School of Electronics Technology  
B.S., Colorado Technical University  
M.S., Embry Riddle Aeronautical University

Kenneth Cambre, Adjunct Instructor  
B.S., Louisiana State University and A&M College  
M.B.A., University of Phoenix

Xinjia Chen, Adjunct Instructor  
B.S., Beijing University of Aeronautics, China  
M.S., Ph.D., Louisiana State University

Shane Crump, Adjunct Instructor  
B.S., Louisiana State University

Carlos Morales, Adjunct Instructor  
A.A., Hinds County Community College  
B.S., Jackson State University

Electrical Engineering Technology Program  
(Associate of Science Degree)

Christopher McCullough, Chair, School of Electronics Technology  
B.S., Colorado Technical University  
M.S., Embry Riddle Aeronautical University

Douglas Brumfield, Instructor  
B.S., ITT Technical Institute

Rhonda Heath, Instructor  
B.S., University of Phoenix

Benjamin Strohm, Adjunct Instructor  
B.S., University of Phoenix

Karthik Venkatesh, Adjunct Instructor  
B.A., B.S., University of New York at Buffalo

Adam Yates, Adjunct Instructor  
B.S., Louisiana State University and A&M College

School of Electronics Technology

Christopher McCullough, Chair, School of Electronics Technology  
B.S., Colorado Technical University  
M.S., Embry Riddle Aeronautical University

Electrical Engineering and Communications Technology Program  
(Bachelor of Science Degree)

Please see the school Director for a listing of faculty.

Electronics and Communications Engineering Technology Program  
(Bachelor of Science Degree)

Christopher McCullough, Chair, School of Electronics Technology  
B.S., Colorado Technical University  
M.S., Embry Riddle Aeronautical University

Kenneth Cambre, Adjunct Instructor  
B.S., Louisiana State University and A&M College  
M.B.A., University of Phoenix

Xinjia Chen, Adjunct Instructor  
B.S., Beijing University of Aeronautics, China  
M.S., Ph.D., Louisiana State University

Shane Crump, Adjunct Instructor  
B.S., Louisiana State University

Carlos Morales, Adjunct Instructor  
A.A., Hinds County Community College  
B.S., Jackson State University

Electrical Engineering Technology Program  
(Associate of Science Degree)

Christopher McCullough, Chair, School of Electronics Technology  
B.S., Colorado Technical University  
M.S., Embry Riddle Aeronautical University

Douglas Brumfield, Instructor  
B.S., ITT Technical Institute

Rhonda Heath, Instructor  
B.S., University of Phoenix

Benjamin Strohm, Adjunct Instructor  
B.S., University of Phoenix

Karthik Venkatesh, Adjunct Instructor  
B.A., B.S., University of New York at Buffalo

Adam Yates, Adjunct Instructor  
B.S., Louisiana State University and A&M College

School of Electronics Technology

Christopher McCullough, Chair, School of Electronics Technology  
B.S., Colorado Technical University  
M.S., Embry Riddle Aeronautical University

Electrical Engineering and Communications Technology Program  
(Bachelor of Science Degree)

Please see the school Director for a listing of faculty.

Electronics and Communications Engineering Technology Program  
(Bachelor of Science Degree)

Christopher McCullough, Chair, School of Electronics Technology  
B.S., Colorado Technical University  
M.S., Embry Riddle Aeronautical University

Kenneth Cambre, Adjunct Instructor  
B.S., Louisiana State University and A&M College  
M.B.A., University of Phoenix

Xinjia Chen, Adjunct Instructor  
B.S., Beijing University of Aeronautics, China  
M.S., Ph.D., Louisiana State University

Shane Crump, Adjunct Instructor  
B.S., Louisiana State University
Carlos Morales, Adjunct Instructor  
A.A., Hinds County Community College  
B.S., Jackson State University

Joel Smith, Adjunct Instructor  
B.S., Southern University and A&M College

Robert Zinn, Adjunct Instructor  
B.S., Midwestern State University

Computer and Electronics Engineering Technology Program  
(Associate of Science Degree)

Christopher McCullough, Chair, School of Electronics Technology  
B.S., Colorado Technical University  
M.S., Embry Riddle Aeronautical University

Douglas Brumfield, Instructor  
B.S., ITT Technical Institute

Kenneth Cambre, Adjunct Instructor  
B.S., Louisiana State University and A&M College  
M.B.A., University of Phoenix

Xinjia Chen, Adjunct Instructor  
B.S., Beijing University of Aeronautics, China  
M.S., Ph.D., Louisiana State University

Shane Crump, Adjunct Instructor  
B.S., Louisiana State University and A&M College

Carlos Morales, Adjunct Instructor  
A.A., Hinds County Community College  
B.S., Jackson State University

Joel Smith, Adjunct Instructor  
B.S., Southern University and A&M College

Robert Zinn, Adjunct Instructor  
B.S., Midwestern State University

School of Drafting and Design

Susanna Greggio, Chair, School of Drafting and Design  
B.Arch., Venice University Institute of Architecture, Italy

Drafting and Design Technology Program  
(Associate of Science Degree)

Susanna Greggio, Chair, School of Drafting and Design  
B.Arch., Venice University Institute of Architecture, Italy

Michael Beauvais, Adjunct Instructor  
B.S., M.S., Louisiana State University and A&M College  
Ed.D., Texas A&M University

Tracy Burns, Adjunct Instructor  
B.A., B.S., Louisiana State University and A&M College

Jesse Landry, Adjunct Instructor  
B.S., Full Sail University

Steven Lumpkin, Instructor  
B.S., M.L.A., Louisiana State University and A&M College

Graphic Communications and Design Program  
(Associate of Science Degree)

Susanna Greggio, Chair, School of Drafting and Design  
B.Arch., Venice University Institute of Architecture, Italy

Akheil Shah, Adjunct Instructor  
B.Arch., Louisiana State University and A&M College

Channing Risher, Adjunct Instructor  
B.S., M.Arch., Louisiana State University and A&M College

Michael Petty, Adjunct Instructor  
M.L.A., Louisiana State University and A&M College

Thomas Poole, Instructor  
B.G.S., Southeastern Louisiana University

Computer Drafting and Design Program  
(Associate of Science Degree)

Susanna Greggio, Chair, School of Drafting and Design  
B.Arch., Venice University Institute of Architecture, Italy

Michael Beauvais, Adjunct Instructor  
B.S., M.S., Louisiana State University and A&M College  
Ed.D., Texas A&M University

Tracy Burns, Adjunct Instructor  
B.A., B.S., Louisiana State University and A&M College

Jesse Landry, Adjunct Instructor  
B.S., Full Sail University

Steven Lumpkin, Instructor  
B.S., M.L.A., Louisiana State University and A&M College

Michael Petty, Adjunct Instructor  
M.L.A., Louisiana State University and A&M College

Channing Risher, Adjunct Instructor  
B.S., M.Arch., Louisiana State University and A&M College

Akheil Shah, Adjunct Instructor  
B.Arch., Louisiana State University and A&M College

Erin Truax, Adjunct Instructor  
B.Arch., Louisiana State University and A&M College  
M.I.A., Rhode Island School of Design

Marcus Williams, Adjunct Instructor  
B.Arch., Louisiana State University and A&M College

Visual Communications Program  
(Associate of Science Degree)

Susanna Greggio, Instructor  
B.Arch., Venice University Institute of Architecture, Italy
Steven Lumpkin, Instructor
B.S., M.L.A., Louisiana State University and A&M College

Thomas Poole, Instructor
B.G.S., Southeastern Louisiana University

School of Business
Tiera Coston, Associate Dean, General Studies/Acting Chair
School of Business
B.S., Xavier University of Louisiana
J.D., Loyola University New Orleans
Ph.D., Tulane University

Business Management Program
(Bachelor of Science Degree)

Please see the school Director for a listing of faculty.

Project Management and Administration — Project
Management and Administration Option, Construction
Option and Information Technology Option
(Bachelor of Science Degree)

Keesha Anderson, Adjunct Instructor
B.S., M.B.A., University of Phoenix

K'Mesha Anderson, Adjunct Instructor
B.S., M.B.A., University of Phoenix

Kenneth Cambre, Adjunct Instructor
B.S., Louisiana State University and A&M College
M.B.A., University of Phoenix

Jeremy Deal, Adjunct Instructor
B.S., Louisiana Tech University
M.P.A., Louisiana State University and A&M College

Waree Dorsey-Waits, Adjunct Instructor
B.S., M.S., University of Phoenix

Christopher McCullough, Chair, School of Electronics
Technology
B.S., Colorado Technical University
M.S., Embry Riddle Aeronautical University

Patrick Soniat, Adjunct Instructor
B.S., Louisiana State University and A&M College
M.S., Central Michigan University

Business Management Program
(Associate of Science Degree)

Keesha Anderson, Adjunct Instructor
B.S., M.B.A., University of Phoenix

K'Mesha Anderson, Adjunct Instructor
B.S., M.B.A., University of Phoenix

Waree Dorsey-Waits, Adjunct Instructor
B.S., M.S., University of Phoenix

Alisha Johnson, Adjunct Instructor
B.S., Southern University and A&M College
M.A., Ashford University
M.B.A., University of Phoenix

Kina Sweet, Adjunct Instructor
B.G.S., University of Louisiana Lafayette
M.B.A., University of Phoenix

School of Criminal Justice
George Cravins, Chair, School of Criminal Justice
B.S., Florida A&M University
J.D., Southern University Law Center

Criminal Justice Program
(Bachelor of Science Degree)

George Cravins, Chair, School of Criminal Justice
B.S., Florida A&M University
J.D., Southern University Law Center

Katina Broden, Adjunct Instructor
A.S., B.S., M.S., Southern University and A&M College

Gordon Dallon Bush, Adjunct Instructor
B.A., University of Illinois at Urbana-Champaign
B.C.L., J.D., Louisiana State University Paul M. Hebery Law Center

Barry Pike, Adjunct Instructor
B.A., University of New Hampshire
J.D., Loyola College in Maryland

Criminology and Forensic Technology Program
(Associate of Science Degree)

George Cravins, Chair, School of Criminal Justice
B.S., Florida A&M University
J.D., Southern University Law Center

Katina Broden, Adjunct Instructor
A.S., B.S., M.S., Southern University and A&M College

Gordon Dallon Bush, Adjunct Instructor
B.A., University of Illinois at Urbana-Champaign
B.C.L., J.D., Louisiana State University Paul M. Hebery Law Center

David Ferris, Adjunct Instructor
B.A., Ashford University

John Hart, Adjunct Instructor
B.A., Southern University and A&M College
M.A., Southern University at New Orleans

Lisa Koprowski, Adjunct Instructor
B.A., Louisiana State University and A&M College

Trevor McCall, Adjunct Instructor
B.G.S., University of Louisiana at Monroe

Linda Regina, Adjunct Instructor
B.A., M.C.J., Ph.D., Louisiana State University and A&M College

Ryan Riley, Adjunct Instructor
B.S., Louisiana State University and A&M College
Criminal Justice Program
(Associate of Science Degree)

George Cravins, Chair, School of Criminal Justice
B.S., Florida A&M University
J.D., Southern University Law Center

Kalina Broden, Adjunct Instructor
A.S., B.S., M.S., Southern University and A&M College

Gordon Dallon Bush, Adjunct Instructor
B.A., University of Illinois at Urbana-Champaign
B.C.L., J.D., Louisiana State University Paul M. Hebery Law Center

David Ferris, Adjunct Instructor
B.A., Ashford University

John Hart, Adjunct Instructor
B.A., Southern University and A&M College
M.A., Southern University at New Orleans

Lisa Koprowski, Adjunct Instructor
B.A., Louisiana State University and A&M College

Trevor McCall, Adjunct Instructor
B.G.S., University of Louisiana at Monroe

Linda Regira, Adjunct Instructor
B.A., M.C.J., Ph.D., Louisiana State University and A&M College

Ryan Riley, Adjunct Instructor
B.S., Louisiana State University and A&M College

Paralegal Program
(Associate of Science Degree)

George Cravins, Chair, School of Criminal Justice
B.S., Florida A&M University
J.D., Southern University Law Center

Gordon Dallon Bush, Adjunct Instructor
B.A., University of Illinois at Urbana-Champaign
B.C.L., J.D., Louisiana State University Paul M. Hebery Law Center

Allen Davis, Adjunct Instructor
B.S., Southern University and A&M College
J.D., Southern University Law Center

Jason Hawkins, Adjunct Instructor
B.A., Louisiana Tech University
J.D., Southern University Law Center

Barry Pike, Adjunct Instructor
B.A., University of New Hampshire
J.D., Loyola College in Maryland

Paralegal Studies Program
(Associate of Science Degree)

George Cravins, Chair, School of Criminal Justice
B.S., Florida A&M University
J.D., Southern University Law Center

Paralegal Program
(Associate of Science Degree)

George Cravins, Chair, School of Criminal Justice
B.S., Florida A&M University
J.D., Southern University Law Center

Gordon Dallon Bush, Adjunct Instructor
B.A., University of Illinois at Urbana-Champaign
B.C.L., J.D., Louisiana State University Paul M. Hebery Law Center

Jason Hawkins, Adjunct Instructor
B.A., Louisiana Tech University
J.D., Southern University Law Center

Barry Pike, Adjunct Instructor
B.A., University of New Hampshire
J.D., Loyola College in Maryland

General Studies/Technical Basic

Tiera Coston, Associate Dean, General Studies/Acting Chair
School of Business
B.S., Xavier University of Louisiana
J.D., Loyola University New Orleans
Ph.D., Tulane University

Douglas Brumfield, Adjunct Instructor
B.A.S., ITT Technical Institute

Susanna Greggio, Instructor
B.Arch., Venice University Institute of Architecture, Italy

Buddy Harper, Adjunct Instructor
B.F.A., University of Louisville
M.F.A., Louisiana State University and A&M College

Christopher McCullough, Chair, School of Electronics Technology
B.S., Colorado Technical University
M.S., Embry Riddle Aeronautical University

Darrin Meyers, Instructor
B.A., M.A., Southeastern Louisiana University

Barry Pike, Adjunct Instructor
B.A., University of New Hampshire
J.D., Loyola College in Maryland

Thomas Poole, Instructor
B.G.S., Southeastern Louisiana University

Kina Sweet, Adjunct Instructor
B.G.S., University of Louisiana Lafayette
M.B.A., University of Phoenix

Demetria Todd, Adjunct Instructor
B.S., M.S., Alcorn State University

NOTE: Any faculty assigned to a student's class may be changed from time to time in the school's discretion.

Administration

William Wells, Director
B.A., Nicholls State University

Justin Dedden, Dean
B.S., Eastern Kentucky University
M.S., Walden University
Tiera Coston, Associate Dean, General Studies/Acting Chair
School of Business
B.S., Xavier University of Louisiana
J.D., Loyola University New Orleans
Ph.D., Tulane University

Niki McKinney, Director of Career Services

Tracy Jeansonne, Director of Finance
A.S., ITT Technical Institute

Marva Kemp, Director of Recruitment

Dennis Artis, Registrar
B.S., The American InterContinental University

Rhonda Bailey, Financial Aid Coordinator
A.A., Delgado Community College
B.S., M.S., University of Phoenix

Augustine Broadway, Financial Aid Coordinator
B.A., M.B.A., Alcorn State University

Capri Buckley, Financial Aid Coordinator
A.S., Remington College

Debbie Carr, Financial Aid Coordinator

Jonnique Caldwell, Career Services Specialist
A.A., Delta College of Arts
A.S., Louisiana Tech University

Keisha Clark, Career Services Specialist
B.A., M.P.A., Southern University and A&M College

Mark Virnich, Systems Support Technician
A.S., ITT Technical Institute

Advisory Committees

School of Information Technology
Tom Allsup, Sparkhound, Inc.
Eddie Budd, IT by Design
Summer Creasy, Interactive eSolutions
Tommy Mlazzo, Level3 Communications
Scott Morgan, Teknarus
Mary Alice Olsan, IT by Design
Amy Pecquet, EBRP Schools
Eric Prudhomme, Sparkhound, Inc.
Jennifer Trahan, Barrister Global Services Network, Inc.
Devin Zito, Teknarus

School of Electronics Technology
Muralidar Chakravarthi, Espion International
Toya Crosby, TEKsystems
Wayne Dupree, MD Technologies
Randh Hymel, Network USA
Harris Miller, EATel
John Pecaut, WBRZ Channel 2
Jeff Pellegrin, Electrical Reliability Services
Charles Pocorello, SRI Telecom

School of Drafting and Design
Lawrence Corts, Architectural Glass & Metal
Alan Cothran, Austin Bridge and Road
Dale Delaville, Quality Testing
Kyle Guillory, Duplantis Design Group
Chuck Lawrence, Ford, Bacon & Davis
Mandy Porta, Success Designs
Diego Rivera, Art Vizio
Paul Vidacovich, Pyburn & Odom MCA

School of Business

Please see the school Director for a listing of Advisory Committee members.

School of Criminal Justice
Adrian Buchanan, Thibodeaux Police Department
Christopher Gardner, Louisiana Department of Public Safety
George Guillory, Jr., Capitol Area Legal Services
Leroy Irvin, Angola State Prison
Michelle Martin, U.S. Department of Justice
Tina Roach, Louisiana Office of Juvenile Justice
Krystle Washington, Law Office of J. Renee Martin

Physical Facility Description
ITT Technical Institute occupies approximately 21,800 square feet of space. The school has large classrooms and laboratories, a learning resource center and a student lounge. Parking for students, staff and visitors is adjacent to the building. Special facilities for disabled individuals include special parking spaces, ramped entrances and restroom facilities. 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.

Statement of Ownership
ITT Technical Institute, Baton Rouge, 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.
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Chairman of the Board of Directors,
Chief Executive Officer and Director

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Executive Vice President, Chief
Administrative and Legal Officer

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Financial Officer

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Executive Vice President, Chief
Information Officer and President,
Online Division

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Development

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Senior Vice President, Chief
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and Treasurer

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Senior Vice President, Chief
Academic Officer

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Senior Vice President, Operations

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Senior Vice President, Learning
Technologies

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Phillip B. Frank
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Assistant General Counsel and
Assistant Secretary

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Vice President, Management
Information Systems

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Vice President, Program
Management Officer

Jonathan H. Patterson
Vice President, Student Services

Shantanu A. Phadnis
Vice President, Online Division

Michael A. Quesada
Vice President, IT Infrastructure

Carol M. Shaffer
Vice President, Curriculum
Development

Rocco F. Tarasi
Vice President, Corporate Strategy
and Development

John P. Trimble
Vice President, Learning
Technologies

Gregory C. Wallis
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Vice President, Operations

John F. Cozzi
Director

John E. Dean
Director

James D. Fowler, Jr.
Director

Joanna T. Lau
Director

Samuel L. Odle
Director

Lloyd G. Waterhouse
Director

Vin Weber
Director

John A. Yena
Director
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 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!

Dr. P. Michael Linzmayer
Chief Academic Officer
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Note: If discrepancies are found between the School Catalog and the Student Handbook, the Student Catalog prevails.
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* 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 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.
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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 Administrator(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.


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.

ATTENDANCE

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 participating in class communications and activities of the course electronically over the Internet in the manner and in accordance with the directions specified by the school. 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.

**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 perpetuated 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

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholics Anonymous</td>
<td><a href="http://www.aa.org">www.aa.org</a></td>
<td>1 (800) 234-0246</td>
</tr>
<tr>
<td>Al-Anon</td>
<td><a href="http://www.al-anon.org">www.al-anon.org</a></td>
<td>1 (888) 425-2666</td>
</tr>
<tr>
<td>Cocaine Anonymous</td>
<td><a href="http://www.ca.org">www.ca.org</a></td>
<td>1 (800) 347-8998</td>
</tr>
<tr>
<td>Drug and Alcohol Abuse Hotline</td>
<td><a href="http://www.nida.nih.gov">www.nida.nih.gov</a></td>
<td>1 (800) 234-0420</td>
</tr>
<tr>
<td>Family and Children’s Services</td>
<td><a href="http://www.acf.hhs.gov">www.acf.hhs.gov</a></td>
<td>1 (800) 222-8000</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td><a href="http://www.AIDS.gov">www.AIDS.gov</a></td>
<td>See website</td>
</tr>
<tr>
<td>Men’s Health</td>
<td><a href="http://www.health.nih.gov">www.health.nih.gov</a></td>
<td>See website</td>
</tr>
<tr>
<td>Narcotics Anonymous</td>
<td><a href="http://www.na.org">www.na.org</a></td>
<td>See website</td>
</tr>
<tr>
<td>Obesity</td>
<td><a href="http://www.obesity.org">www.obesity.org</a></td>
<td>See website</td>
</tr>
<tr>
<td>Rape Crisis Center</td>
<td><a href="http://www.therapepcrisiscenter.org">www.therapepcrisiscenter.org</a></td>
<td>1 (888) 366-1640</td>
</tr>
<tr>
<td>Women’s Health</td>
<td><a href="http://www.womenshealth.gov">www.womenshealth.gov</a></td>
<td>1 (800) 994-9662</td>
</tr>
</tbody>
</table>

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. The Disclosure is also available from the Director of Career Services.
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.

c) 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 course requirements of the student's program of study at the school is determined, in the school's discretion, to be substantially the same as the subject matter of such core 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 in the same area of study (i.e., the humanities, composition, mathematics, the sciences and the social sciences) as the area of study 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 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 grade of “B” (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 the student’s program of study at the school is the Nursing associate’s degree program; or (ii) a passing grade, if the credits were earned at an ITT Technical Institute and the student’s program of study at the school is not the Nursing associate’s degree program.

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 any other institution that may be set forth in the School's Catalog. 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**

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 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.

**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;
   c. Keeps confidential information regarding a student’s disability; and
   d. With a student’s consent, notifies the student’s instructors in writing that a student has a
      disability and describing any agreed upon accommodations.

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 and flexibility.

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 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.

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.
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 scheduled 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.


SAFETY AND SECURITY POLICIES AND CRIME STATISTICS REPORT


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/.

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 800-388-3368, ext. 362.
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: Ineligibility period is: 1 year
- Second offense: 2 years
- Third offense: Indefinite

**The sale of a controlled substance:**
- First offense: 2 years
- Second offense: 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.

CAREER FAIRS

The campus may sponsor Career Fairs to help students connect with 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

Business Administration (Bachelor's): Communications; Finance; Government; Manufacturing; Marketing; and Sales.

Business Accounting Technology (Bachelor's): Accountant; Accounting Clerk; Accounting Technician; Auditor; Bookkeeper; Claims Examiner; Payroll Administrator; and Tax Preparer.

Business Administration-Project Management (Bachelor's): Financial Services; Government; Information Systems; Insurance; and Manufacturers.

Technical Project Management (Bachelor's): E-Commerce Architect; E-Commerce Programmer; E-Commerce Project Manager; Intranet Engineer; Online Producer; Support Specialist; Web Architect; Web Administrator; and Web Programmer.

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.

Criminal Justice-Cyber Security (Bachelor's Degree): Business; Financial Services; Government; Insurance; Security; and Systems Security.

Paralegal Studies (Associate’s Degree): Paralegal; Real Estate Paralegal; Legal Assistant; Contracts Administrator.

School of Drafting and Design

Computer Drafting and Design (Associate’s Degree): Construction Drafter; Design Landscaper; Drafting Technician; Illustrator; Mapping Technician; Structural Auto CAD Technician; and Utility Design Contractor.

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 Animator; Flash Developer; Game Tester; and Graphic Designer.

Graphic Design (Bachelor’s Degree): Desktop Publishing Operator; Internet/Web Designer; Prepress Technician; and Print Production Assistant.

Information Technology-Multimedia (Associate’s Degree): Computer Animator; Computer Graphics Technician; Computer Modeler; GUI Design Specialist; Interactive Training Materials Designer; Multimedia Authoring Specialist; and Multimedia Technician.

Visual Communications (Associate’s Degree): Computer Graphics Technician; Interactive Media Designer, Multimedia Technician; and Production Artist.

School of Electronics Technology

Computer and Electronics Engineering Technology (Associate’s Degree): Assembler; Computer Hardware Technician; Digital 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 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.

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.

Industrial Automation Engineering Technology (Bachelor’s Degree): Automation Technician; Field Service Technician; Manufacturing Technician; Process Control Technician; Production Maintenance Technician; Service Technician; and Technical Sales Representative.

School of Health Sciences

Health Information Technology (Associate’s Degree): Registry Specialist; Health Information Technician; Medical Records Technician; Patient Information Coordinator; Health Data Analyst; Health Record Analyst; Release of Information Specialist and Reimbursement Specialist.

Nursing (Associate’s Degree): Adult Intensive Care Nurse; Extended Care Nurse; Health Educator; Home Health Nurse; Labor and Delivery Nurse; Psychiatric Nurse; and Staff Nurse (Hospital, Clinic or Physician’s Office.)

School of Information Technology

Data Communication Systems Technology (Bachelor’s Degree): Computer Technician; Data Communications Specialist; Data Governance Manager; Data Quality Assurance; IT Data Center Technician; Network Administrator; Network Installation Technician; Network Maintenance Technician; Programmer Analyst; System Analyst; and Test Data Manager.
Information Systems Administration (Associate’s Degree): Computer Security Specialist; Computer Support Specialist; Network Administrator; Operations Manager; and Technical Support Specialist.

Information Systems Security (Bachelor’s Degree): Application Security Analyst; Computing Security Specialist; Information Security Administrator; Information Systems Security Representative; Network Security Specialist; Security Auditor; Security Technician; and Systems Engineer.

Information Technology-Computer Network Systems (Associate’s Degree): Computer Technician; Desktop Support Technician; Help Desk Support; IT Assistant; Network User-Support Specialist; 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.

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 Technology (Associate’s Degree): Application Development; Associate Software Engineer; Database Programmer; Developer; Help Desk Support; and IT Assistant.

Software Engineering Technology (Bachelor’s Degree): Software Applications Analyst; Software Applications Specialist; Software Design Engineer; Software Developer; Software Graphics Engineer; Software Tester; and Web Application Developer.

Information Technology-Web Development (Associate’s Degree): Database Technician; HTML Programmer; Web Application Developer; Web Programmer; and Website Designer.

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.
Appendix

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.
## PROGRAM OF STUDY INFORMATION
ITT Technical Institute

Main Campus: 9511 Angola Court, Indianapolis, IN 46268
Additional Locations: See attached list.

Information with respect to each program of study offered by the entire institution (i.e., a combination of the ITT Technical Institute main campus and all of its additional locations, as specified):

1. **Occupations** – The occupations (by name and Standard Occupational Classification ("SOC") code(s) issued by the Bureau of Labor Statistics of the U.S. Department of Labor) that the knowledge and skills taught in the program of study help students prepare to enter, and links to the occupational profiles on O*NET associated with the SOC codes:

   **Accounting** – Associate’s Degree (“ACCT”) and **Business Accounting Technology – Associate’s Degree (“ABAT”)** (combined, “AB”)

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   **Business Administration – Associate’s Degree (“ABA”)**

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### Accounting – Bachelor's Degree ("ACCTG")

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### Criminal Justice(1) – Associate’s Degree ("ACJ")

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### Business Administration – Bachelor’s Degree ("BA"), Business Administration – Marketing Management Option and Project Management Option – Bachelor’s Degree ("BA2O"), Business Administration – Finance Option, Human Resources Management Option, Marketing Option, Marketing Management Option and Project Management Option – Bachelor’s Degree ("BA5O"), Business Management – Bachelor’s Degree ("BM") and Project Management – Bachelor’s Degree ("PMB") (combined, “BBA”)

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Business Accounting Technology – Bachelor’s Degree (“BATB”) and
Business Accounting Technology - Financial Accounting Option and Internal Controls Option –
Bachelor’s Degree (“BAT2O”)
(combined, “BBAT”)

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Criminal Justice(1) – Bachelor’s Degree (“BCJ”)

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Business Management – Associate’s Degree (“BMG”)

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<td>11-3051</td>
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<td>Transportation Managers</td>
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<td><a href="http://www.onetonline.org/link/summary/11-3071.01">http://www.onetonline.org/link/summary/11-3071.01</a></td>
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<tr>
<td>Construction Managers</td>
<td>11-9021</td>
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<td>Social and Community Service Managers</td>
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<td>Regulatory Affairs Managers</td>
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<td>Cost Estimators</td>
<td>13-1051</td>
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<td>Management Analysts</td>
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Nursing – Bachelor’s Degree (“BSN”)

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<tr>
<td>Acute Care Nurses</td>
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<td><a href="http://www.onetonline.org/link/summary/29-1141.01">http://www.onetonline.org/link/summary/29-1141.01</a></td>
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<td>Critical Care Nurses</td>
<td>29-1141</td>
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<tr>
<td>Registered Nurses</td>
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Computer and Electronics Engineering Technology – Associate’s Degree (“CEET”),
Computer and Electronics Technology – Associate’s Degree (“CET”) and
Electrical Engineering Technology – Associate’s Degree (“EET”)
(combined, “CCE”)

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<td>Technicians</td>
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<td>Electronics Engineering</td>
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Computer Drafting and Design – Associate’s Degree (“CDD”)

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<td>Civil Drafters</td>
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<td>Mechanical Drafters</td>
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Computer Forensics – Associate’s Degree (“CF”)

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<td>Computer and Information Systems Managers</td>
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<tr>
<td>Informatics Nurse Specialists</td>
<td>15-1121</td>
<td><a href="http://www.onetonline.org/link/summary/15-1121.01">http://www.onetonline.org/link/summary/15-1121.01</a></td>
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<td>Software Developers, Applications</td>
<td>15-1132</td>
<td><a href="http://www.onetonline.org/link/summary/15-1132.00">http://www.onetonline.org/link/summary/15-1132.00</a></td>
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Criminology and Forensic Technology[*] – Associate’s Degree (“CFT”)

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<td>Criminal Investigators and Special Agents</td>
<td>33-3021</td>
<td><a href="http://www.onetonline.org/link/summary/33-3021.03">http://www.onetonline.org/link/summary/33-3021.03</a></td>
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<td>Immigration and Customs Inspectors</td>
<td>33-3021</td>
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<td>Police Detectives</td>
<td>33-3021</td>
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<td>Police Identification and Records Officers</td>
<td>33-3021</td>
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<td>Police Patrol Officers</td>
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<tr>
<td>Sheriffs and Deputy Sheriffs</td>
<td>33-3051</td>
<td><a href="http://www.onetonline.org/link/summary/33-3051.03">http://www.onetonline.org/link/summary/33-3051.03</a></td>
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Criminal Justice - Cybersecurity\textsuperscript{10} – Bachelor’s Degree ("CJC"),
Information Systems and Cybersecurity – Bachelor’s Degree ("ISC") and
Information Systems Security – Bachelor’s Degree ("ISS")
(combined, "CII")

<table>
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<th>Occupation Name</th>
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<td>Computer and Information Systems Managers</td>
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<td>Database Administrators</td>
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Construction Management – Bachelor’s Degree ("CM")

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Information Technology - Computer Network Systems – Associate’s Degree ("CNS")

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<tr>
<td>Informatics Nurse Specialists</td>
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Construction Technology – Associate’s Degree ("CT")

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<tr>
<td>First-Line Supervisors/Managers of Construction Trades and Extraction Workers</td>
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Data Communication Systems Technology – Bachelor’s Degree ("DCST")

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Drafting and Design Technology – Associate’s Degree (“DDT”)

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<tr>
<td>Architectural Drafters</td>
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<td><a href="http://www.onetonline.org/link/summary/17-3011.02">http://www.onetonline.org/link/summary/17-3011.02</a></td>
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Digital Entertainment and Game Design – Bachelor’s Degree (“DEGD”)

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<th>Occupation Name</th>
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<tr>
<td>Multimedia Artists and Animators</td>
<td>27-1014</td>
<td><a href="http://www.onetonline.org/link/summary/27-1014.00">http://www.onetonline.org/link/summary/27-1014.00</a></td>
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Electronics and Communications Engineering Technology – Bachelor’s Degree (“ECET”)

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Electrical Engineering and Communications Technology – Bachelor’s Degree (“EECT”)

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Graphic Communications and Design – Associate’s Degree (“GCD”)

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<td>Graphic Designers</td>
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Graphic Design – Bachelor’s Degree (“GD”)

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Health Information Technology – Associate’s Degree (“HIT”)

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**Industrial Automation Engineering Technology – Bachelor's Degree ("IAET")**

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**Information Systems Administration – Associate's Degree ("ISA")**

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**Business Administration – 14 Course Master's Degree ("MBA14")**

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<td>Geothermal Production Managers</td>
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<td>13-1111</td>
<td><a href="http://www.onetonline.org/link/summary/13-1111.00">http://www.onetonline.org/link/summary/13-1111.00</a></td>
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**Mobile Communications Technology – Associate's Degree ("MCT")**

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**Network Systems Administration – Associate's Degree ("NSA")**

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<tr>
<th>Occupation Name</th>
<th>SOC Code</th>
<th>O*NET Link</th>
</tr>
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</table>
Nursing – 24 Course Associate’s Degree (“NUR24”) and
Nursing – 21 Course Associate’s Degree (“NUR21”)
(combined, “NUR”)

<table>
<thead>
<tr>
<th>Occupation Name</th>
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<th>O*NET Link</th>
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<tbody>
<tr>
<td>Acute Care Nurses</td>
<td>29-1141</td>
<td><a href="http://www.onetonline.org/link/summary/29-1141.00">http://www.onetonline.org/link/summary/29-1141.00</a></td>
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<td>Critical Care Nurses</td>
<td>29-1141</td>
<td><a href="http://www.onetonline.org/link/summary/29-1141.03">http://www.onetonline.org/link/summary/29-1141.03</a></td>
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<tr>
<td>Registered Nurses</td>
<td>29-1141</td>
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Paralegal – Associate’s Degree (“P”) and
Paralegal Studies – Associate’s Degree (“PS”)
(combined “PLS”)

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<tr>
<td>Title Examiners, Abstractors, and Searchers</td>
<td>23-2093</td>
<td><a href="http://www.onetonline.org/link/summary/23-2093.00">http://www.onetonline.org/link/summary/23-2093.00</a></td>
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Project Management and Administration - Project Management and Administration Option,
Construction Option and Information Technology Option – Bachelor’s Degree (“PMA”)

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<tr>
<td>Regulatory Affairs Managers</td>
<td>11-9199</td>
<td><a href="http://www.onetonline.org/link/summary/11-9199.01">http://www.onetonline.org/link/summary/11-9199.01</a></td>
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<td>Supply Chain Managers</td>
<td>11-9199</td>
<td><a href="http://www.onetonline.org/link/summary/11-9199.04">http://www.onetonline.org/link/summary/11-9199.04</a></td>
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Software Applications Development – Bachelor’s Degree (“SAD”)

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<th>O*NET Link</th>
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<tr>
<td>Computer Programmers</td>
<td>15-1131</td>
<td><a href="http://www.onetonline.org/link/summary/15-1131.00">http://www.onetonline.org/link/summary/15-1131.00</a></td>
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<tr>
<td>Software Developers, Applications</td>
<td>15-1132</td>
<td><a href="http://www.onetonline.org/link/summary/15-1132.00">http://www.onetonline.org/link/summary/15-1132.00</a></td>
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<tr>
<td>Web Developers</td>
<td>15-1134</td>
<td><a href="http://www.onetonline.org/link/summary/15-1134.00">http://www.onetonline.org/link/summary/15-1134.00</a></td>
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Information Technology - Software Applications and Programming – Associate’s Degree (“SAP”)

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Software Development Technology – Associate’s Degree (“SDT”)

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<tbody>
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<td>Computer Programmers</td>
<td>15-1131</td>
<td><a href="http://www.onetonline.org/link/summary/15-1131.00">http://www.onetonline.org/link/summary/15-1131.00</a></td>
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<tr>
<td>Software Developers, Applications</td>
<td>15-1132</td>
<td><a href="http://www.onetonline.org/link/summary/15-1132.00">http://www.onetonline.org/link/summary/15-1132.00</a></td>
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<tr>
<td>Web Developers</td>
<td>15-1134</td>
<td><a href="http://www.onetonline.org/link/summary/15-1134.00">http://www.onetonline.org/link/summary/15-1134.00</a></td>
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Software Engineering Technology – Bachelor’s Degree (“SET”)

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Technical Project Management – Bachelor’s Degree (“TPM”)

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<tr>
<td>First-Line Supervisors of Retail Sales Workers</td>
<td>41-1011</td>
<td><a href="http://www.onetonline.org/link/summary/41-1011.00">http://www.onetonline.org/link/summary/41-1011.00</a></td>
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<tr>
<td>First-Line Supervisors of Office and Administrative Support Workers</td>
<td>43-1011</td>
<td><a href="http://www.onetonline.org/link/summary/43-1011.00">http://www.onetonline.org/link/summary/43-1011.00</a></td>
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Visual Communications – Associate’s Degree (“VC”)

<table>
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<th>Occupation Name</th>
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<tr>
<td>Commercial and Industrial Designers</td>
<td>27-1021</td>
<td><a href="http://www.onetonline.org/link/summary/27-1021.00">http://www.onetonline.org/link/summary/27-1021.00</a></td>
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<tr>
<td>Graphic Designers</td>
<td>27-1024</td>
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<tr>
<td>Set and Exhibit Designers</td>
<td>27-1027</td>
<td><a href="http://www.onetonline.org/link/summary/27-1027.00">http://www.onetonline.org/link/summary/27-1027.00</a></td>
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</table>

Information Technology - Multimedia – Associate’s Degree (“ITM”), Information Technology - Web Development – Associate’s Degree (“ITW”), Web Design – Associate’s Degree (“WD”) and Web Design Technology – Associate’s Degree (“WDT”) (combined, “WEB”)

<table>
<thead>
<tr>
<th>Occupation Name</th>
<th>SOC Code</th>
<th>O*NET Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Developers</td>
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<td><a href="http://www.onetonline.org/link/summary/15-1134.00">http://www.onetonline.org/link/summary/15-1134.00</a></td>
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<tr>
<td>Multimedia Artists and Animators</td>
<td>27-1014</td>
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<tr>
<td>Graphic Designers</td>
<td>27-1024</td>
<td><a href="http://www.onetonline.org/link/summary/27-1024.00">http://www.onetonline.org/link/summary/27-1024.00</a></td>
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</table>

2. **On-Time Graduation Rate** – The on-time graduation rate for students who completed the program of study during the federal award year that began on July 1, 2011 and ended June 30, 2012 (“Award Year”). The rate is calculated by dividing the number of students who completed the program of study within the Normal Time (as defined below) during the Award Year by the total number of students who completed the program during the Award Year. “Normal Time” for:

(i) an associate degree program of study is either 7, 8 or 9 consecutive academic quarters depending on the program;
(ii) a bachelor degree program of study is either 14 or 15 consecutive academic quarters depending on the program; and
(iii) a master’s degree program of study is 7 consecutive academic quarters.

The Normal Time is not affected by any credits that a student may transfer into, or test out of, his or her program of study. The Normal Time of a new program of study to which a student transfers at the institution begins on the date that the student began attending the program of study at the institution from which he or she transferred.
<table>
<thead>
<tr>
<th>Program of Study</th>
<th>On-Time Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>51.28%</td>
</tr>
<tr>
<td>ABA</td>
<td>37.59%</td>
</tr>
<tr>
<td>ACCTG</td>
<td>N/R/R</td>
</tr>
<tr>
<td>ACJ</td>
<td>51.18%</td>
</tr>
<tr>
<td>BBA</td>
<td>34.74%</td>
</tr>
<tr>
<td>BBAT</td>
<td>42.86%</td>
</tr>
<tr>
<td>BCJ</td>
<td>40.72%</td>
</tr>
<tr>
<td>BMG</td>
<td>N/R/R</td>
</tr>
<tr>
<td>BSN</td>
<td>N/R/R</td>
</tr>
<tr>
<td>CCE</td>
<td>57.62%</td>
</tr>
<tr>
<td>CDD</td>
<td>51.58%</td>
</tr>
<tr>
<td>CF</td>
<td>30.77%</td>
</tr>
<tr>
<td>CFT</td>
<td>N/R/R</td>
</tr>
<tr>
<td>CII</td>
<td>33.23%</td>
</tr>
<tr>
<td>CM</td>
<td>42.70%</td>
</tr>
<tr>
<td>CNS</td>
<td>60.58%</td>
</tr>
<tr>
<td>CT</td>
<td>41.18%</td>
</tr>
<tr>
<td>DCST</td>
<td>36.59%</td>
</tr>
<tr>
<td>DDT</td>
<td>N/R/R</td>
</tr>
<tr>
<td>DEGD</td>
<td>28.13%</td>
</tr>
<tr>
<td>ECET</td>
<td>33.94%</td>
</tr>
<tr>
<td>EECT</td>
<td>N/R/R</td>
</tr>
<tr>
<td>GCD</td>
<td>N/R/R</td>
</tr>
<tr>
<td>GD</td>
<td>0.00%</td>
</tr>
<tr>
<td>HIT</td>
<td>46.97%</td>
</tr>
<tr>
<td>IAEET</td>
<td>29.73%</td>
</tr>
<tr>
<td>ISA</td>
<td>23.48%</td>
</tr>
<tr>
<td>MBA14</td>
<td>41.79%</td>
</tr>
<tr>
<td>MCT</td>
<td>N/R/R</td>
</tr>
<tr>
<td>NSA</td>
<td>N/R/R</td>
</tr>
<tr>
<td>NUR</td>
<td>26.31%</td>
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<tr>
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<td>64.96%</td>
</tr>
<tr>
<td>PMA</td>
<td>N/R/R</td>
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<tr>
<td>SAD</td>
<td>43.64%</td>
</tr>
<tr>
<td>SAP</td>
<td>54.00%</td>
</tr>
<tr>
<td>SDT</td>
<td>51.50%</td>
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<tr>
<td>SET</td>
<td>16.67%</td>
</tr>
<tr>
<td>TPM</td>
<td>17.86%</td>
</tr>
<tr>
<td>VC</td>
<td>52.11%</td>
</tr>
<tr>
<td>WEB</td>
<td>43.09%</td>
</tr>
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</table>
3. **Costs** – The following costs are associated with each program of study:

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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Residence</strong></td>
<td><strong>Online</strong></td>
<td><strong>In Residence</strong></td>
<td><strong>Online</strong></td>
<td></td>
</tr>
<tr>
<td><strong>All Locations, Excluding AR, GA, MD, MN and NM Locations</strong></td>
<td><strong>Arkansas, Georgia, Maryland and Minnesota Locations</strong></td>
<td><strong>New Mexico Location</strong></td>
<td><strong>All States</strong></td>
<td><strong>In Residence</strong></td>
</tr>
<tr>
<td>AB</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$38,529</td>
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<tr>
<td>ACCT</td>
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<td>N/A</td>
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</tr>
<tr>
<td>ACCTG</td>
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<td>N/A</td>
<td>N/A</td>
<td>$79,848</td>
</tr>
<tr>
<td>ACJ</td>
<td>$47,928</td>
<td>$47,928</td>
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<td>$41,400</td>
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<tr>
<td>BBA</td>
<td>$93,324</td>
<td>N/A</td>
<td>N/A</td>
<td>$83,806</td>
</tr>
<tr>
<td>BA2O</td>
<td>$93,324</td>
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<td>N/A</td>
<td>$83,806</td>
</tr>
<tr>
<td>BA5O</td>
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<td>N/A</td>
<td>N/A</td>
<td>$83,806</td>
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<tr>
<td>BM</td>
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<td>$92,502</td>
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<td>$79,848</td>
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<tr>
<td>PMB</td>
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<td>$93,324</td>
<td>$100,056</td>
<td>$83,806</td>
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<tr>
<td>BBAT</td>
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<td>N/A</td>
<td>$83,806</td>
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<td>BCU</td>
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<td>$100,056</td>
<td>$83,806</td>
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<tr>
<td>CNS</td>
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<td>$47,928</td>
<td>$51,408</td>
<td>N/A</td>
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<td>N/A</td>
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<tr>
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<td>$46,926</td>
<td>$47,844</td>
<td>$38,529</td>
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<tr>
<td>DEGD</td>
<td>$93,324</td>
<td>$93,324</td>
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<tr>
<td>ECET</td>
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<td>$93,324</td>
<td>$100,056</td>
<td>N/A</td>
</tr>
<tr>
<td>EFCT</td>
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<td>$92,502</td>
<td>$99,180</td>
<td>N/A</td>
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<tr>
<td>GCD</td>
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<td>$46,926</td>
<td>$47,844</td>
<td>$38,529</td>
</tr>
<tr>
<td>GD</td>
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<td>$93,324</td>
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<td>N/A</td>
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<tr>
<td>HIT</td>
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<td>N/A</td>
<td>N/A</td>
<td>$51,408</td>
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<tr>
<td>IAE</td>
<td>$93,324</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>ISA</td>
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<td>N/A</td>
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<td>$41,400</td>
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<tr>
<td>MBA14</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$26,168</td>
</tr>
</tbody>
</table>
4. **Placement Rate** – The placement rate for students who completed a program of study at ITT Technical Institute between July 1, 2010 and June 30, 2011 (“Placement Year”) is as follows:

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>85.09%</td>
</tr>
<tr>
<td>ABA</td>
<td>87.72%</td>
</tr>
<tr>
<td>ACCTG</td>
<td>N/R/R</td>
</tr>
<tr>
<td>ACJ</td>
<td>55.73%</td>
</tr>
<tr>
<td>BBA</td>
<td>67.99%</td>
</tr>
<tr>
<td>BBAT</td>
<td>93.33%</td>
</tr>
<tr>
<td>BCJ</td>
<td>51.80%</td>
</tr>
<tr>
<td>BMG</td>
<td>N/R/R</td>
</tr>
<tr>
<td>BSN</td>
<td>N/R/R</td>
</tr>
<tr>
<td>CCE</td>
<td>78.74%</td>
</tr>
<tr>
<td>CDD</td>
<td>63.43%</td>
</tr>
<tr>
<td>CF</td>
<td>70.59%</td>
</tr>
<tr>
<td>CFT</td>
<td>N/R/R</td>
</tr>
<tr>
<td>CII</td>
<td>78.68%</td>
</tr>
<tr>
<td>CM</td>
<td>72.53%</td>
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<tr>
<td>CNS</td>
<td>74.77%</td>
</tr>
<tr>
<td>CT</td>
<td>80.00%</td>
</tr>
<tr>
<td>DCST</td>
<td>85.06%</td>
</tr>
<tr>
<td>DDT</td>
<td>N/R/R</td>
</tr>
<tr>
<td>DEGD</td>
<td>40.91%</td>
</tr>
<tr>
<td>ECET</td>
<td>81.61%</td>
</tr>
<tr>
<td>EECT</td>
<td>N/R/R</td>
</tr>
<tr>
<td>GCD</td>
<td>N/R/R</td>
</tr>
<tr>
<td>GD</td>
<td>28.57%</td>
</tr>
<tr>
<td>HIT</td>
<td>52.17%</td>
</tr>
<tr>
<td>IAET</td>
<td>84.00%</td>
</tr>
<tr>
<td>ISA</td>
<td>49.09%</td>
</tr>
<tr>
<td>MBA14</td>
<td>82.43%</td>
</tr>
</tbody>
</table>
The placement rate is calculated based on the methodology required by the Accrediting Council for Independent Colleges and Schools, which is ITT Technical Institute's accrediting agency. To calculate the placement rate, the total number of students who completed the program of study within the Placement Year and obtained employment by September 15th following the end of the Placement Year in a position that requires a direct or indirect use of skills taught in the program of study is divided by the total number of students who completed the program of study within the Placement Year, less those students who were unavailable for placement. Employment includes positions obtained prior to enrolling in the program of study, while enrolled in the program of study or after completing the program of study. Completers of the program of study who were unavailable for placement include those students who:

- were pregnant, died or suffered other health-related conditions that prevented them from working;
- continued their education;
- were engaged in active U.S. military service;
- moved out of the United States with a spouse or parent who was engaged in active military service; and
- possessed visas that did not permit them to work in the United States following completion.

The employment obtained by the students who completed the program is based on information reported to ITT Technical Institute by the students or their employers.

5. **Median Loan Debt** – The median loan debt incurred by students who completed the program of study during the Award Year includes the median amount of the Title IV Program loans and private education loans that ITT Technical Institute knows that those students received and the median amount that those students were obligated to repay under institutional financing plans upon completing the program of study, as follows:
For the purpose of disclosing the program of study information contained herein, the U.S. Department of Education’s Dear Colleague Letter GEN-11-10 requires all programs of study that have the same six digit Classification of Institutional Program code and credential level to be combined and reported as one program.

Not all associate’s degree programs of study are offered at all ITT Technical Institute locations. Not all ITT Technical Institute locations offer bachelor’s degree programs of study, and not all bachelor’s degree programs of study are offered at all ITT Technical Institute locations that offer bachelor’s degree programs. The master’s degree program in business administration is an online program of study. Please refer to the Curricula section of the school catalog of the particular ITT Technical Institute location for a complete listing of the programs of study offered at that ITT Technical Institute location and the method of delivery for each of those programs (i.e., taught in residence at the ITT Technical Institute location, online over the Internet as a distance education program or partially in residence and partially online).

All online programs of study are offered through the ITT Technical Institute location at 9511 Angola Court, Indianapolis, IN 46268 (IN AC-0148 OH Reg. No 01-12-1614T).

The associate’s and bachelor’s degree programs of study in criminal justice may not qualify a graduate for a career in law enforcement involving employment as a police officer or agent by many federal, state, county, local or municipal authorities. An applicant must contact the applicable governmental authority prior to beginning a criminal justice program of study to determine if there are any specific requirements and/or qualifications that a candidate must satisfy to be eligible for employment as a police officer or agent by that authority. Those requirements and/or qualifications may include, among other things, that a candidate must:

(a) successfully complete an academy or other specialized training;
(b) be younger than a certain age;
(c) pass a physical, mental and/or personality examination;
(d) pass a background check;
(e) not have a criminal record;
(f) be a graduate from an institution that is regionally accredited (as opposed to nationally accredited, such as ITT Technical Institute);
(g) complete a certain number of credit hours or a certain type of degree program at an accredited postsecondary educational institution;
(h) have served a certain number of years in the military;
(i) have a certain number of years of prior law enforcement experience;
(j) be a U.S. citizen and/or a resident of the governmental authority’s jurisdiction;
(k) have earned a bachelor or graduate degree in certain areas of study; and/or
(l) have a valid driver’s license.
The following table sets forth the Normal Time for each program of study:

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Normal Time (Consecutive Academic Quarters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td></td>
</tr>
<tr>
<td>ACCT</td>
<td>7</td>
</tr>
<tr>
<td>ABAT</td>
<td>8</td>
</tr>
<tr>
<td>ABA</td>
<td>8</td>
</tr>
<tr>
<td>ACCTG</td>
<td>14</td>
</tr>
<tr>
<td>ACJ</td>
<td>8</td>
</tr>
<tr>
<td>BBA</td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>15</td>
</tr>
<tr>
<td>BA2O</td>
<td>15</td>
</tr>
<tr>
<td>BA5O</td>
<td>15</td>
</tr>
<tr>
<td>BM</td>
<td>14</td>
</tr>
<tr>
<td>PMB</td>
<td>15</td>
</tr>
<tr>
<td>BBAT</td>
<td></td>
</tr>
<tr>
<td>BATB</td>
<td>15</td>
</tr>
<tr>
<td>BAT2O</td>
<td>15</td>
</tr>
<tr>
<td>BCJ</td>
<td>15</td>
</tr>
<tr>
<td>BMG</td>
<td>7</td>
</tr>
<tr>
<td>BSN</td>
<td>15</td>
</tr>
<tr>
<td>CCE</td>
<td></td>
</tr>
<tr>
<td>CEET</td>
<td>8</td>
</tr>
<tr>
<td>CET</td>
<td>8</td>
</tr>
<tr>
<td>EET</td>
<td>7</td>
</tr>
<tr>
<td>CDD</td>
<td>8</td>
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<tr>
<td>CF</td>
<td>8</td>
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<td>CJC</td>
<td>15</td>
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<tr>
<td>ISC</td>
<td>14</td>
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<td>ISS</td>
<td>15</td>
</tr>
<tr>
<td>CM</td>
<td>15</td>
</tr>
<tr>
<td>CNS</td>
<td>8</td>
</tr>
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<td>CT</td>
<td>8</td>
</tr>
<tr>
<td>DCST</td>
<td>15</td>
</tr>
<tr>
<td>DDT</td>
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<tr>
<td>DEGD</td>
<td>15</td>
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<tr>
<td>ECET</td>
<td>15</td>
</tr>
<tr>
<td>EECT</td>
<td>14</td>
</tr>
<tr>
<td>GCD</td>
<td>7</td>
</tr>
<tr>
<td>GD</td>
<td>15</td>
</tr>
<tr>
<td>HIT</td>
<td>8</td>
</tr>
<tr>
<td>IAET</td>
<td>15</td>
</tr>
<tr>
<td>ISA</td>
<td>8</td>
</tr>
<tr>
<td>MBA14</td>
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<td>MCT</td>
<td>7</td>
</tr>
<tr>
<td>NSA</td>
<td>7</td>
</tr>
<tr>
<td>NUR</td>
<td></td>
</tr>
<tr>
<td>NUR24</td>
<td>9</td>
</tr>
<tr>
<td>NUR21</td>
<td>8</td>
</tr>
<tr>
<td>PLS</td>
<td></td>
</tr>
</tbody>
</table>
This is an estimate of the total tuition that will be charged for a student to complete the program of study within the Normal Time of that program of study. This assumes that the student will:

- begin the program of study in the Fall academic quarter in 2012;
- take a full-time course load each academic quarter until the student graduates from the program of study, unless the number of credits required to graduate from the program in the student’s last academic quarter of attendance is less than a full-time course load, in which case the student is assumed to take all of the courses containing all of the remaining credits required to graduate during that last academic quarter;
- not transfer in, or test out of, any credits;
- successfully complete each course in the program of study and make satisfactory academic progress through graduation from the program of study; and
- take only those courses required to graduate from the program of study and not repeat, withdraw from or fail any of those courses.

The ITT Technical Institute may, at any time in its discretion, revise the curriculum content of the program of study or any course in the program of study and change the number of credit hours in the program of study or in any course in the program of study. The tuition for each program course that a student is registered to take from the ITT Technical Institute is determined by multiplying the tuition per credit hour by the number of credit hours in the program course. The tuition for each academic quarter in which a student is enrolled in a program of study offered by ITT Technical Institute 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 academic quarter. The tuition for the entire program of study in which a student is enrolled is determined by multiplying the tuition per credit hour by the total number of credit hours in all of the courses in that program of study. The tuition for all of the credit hours in all of the program courses that a student is registered to take from ITT Technical Institute during an academic quarter is due and payable by the student to ITT Technical Institute on the first day of that quarter. The ITT Technical Institute at most locations may, at any time and from time to time in its discretion, increase the tuition per credit hour charged to students for courses in any program of study offered by ITT Technical Institute by publishing the higher tuition per credit hour in the school catalog at least 60 days before the effective date of the increase. Please refer to the Tuition, Fees and Tools section of the school catalog of the particular ITT Technical Institute location for information regarding adjustments to the tuition per credit hour at that ITT Technical Institute location. A student will be obligated to pay ITT Technical Institute the higher tuition per credit hour with respect to any program course that (a) the student is registered to take from ITT Technical Institute and (b) begins after the effective date of the increase. Students should expect the school to increase, at least once during any calendar year, the tuition per credit hour charged for program courses offered by ITT Technical Institute. The estimated tuition assumes that a student will begin the program of study in the Fall academic quarter in 2012 and will take three courses in each of the:

- first through sixth academic quarters at the tuition per credit hour of $493 for in residence programs and $426 for online undergraduate programs and $464 for online graduate programs;
- seventh through tenth academic quarters at the estimated tuition per credit hour of $518 for in residence programs and $447 for online undergraduate programs and $487 for online graduate
• eleventh through fourteenth academic quarters at the estimated tuition per credit hour of $544 for in
residence programs and $469 for online undergraduate programs; and
• fifteenth academic quarter at the estimated tuition per credit hour of $571 for in residence programs
and $492 for online undergraduate programs.

(4) This is an estimate of the total fees that will be charged for a student to complete the program of study within
the Normal Time of the program of study at most ITT Technical Institute locations. This assumes that the
student does not withdraw from his or her program of study. The fees charged in each program as of July 1,
2012, at each ITT Technical Institute location are set forth in the following table:

<table>
<thead>
<tr>
<th>Credential Level and Location</th>
<th>Type of Fee</th>
<th>Administrative Fee</th>
<th>Student Tuition Recovery Fund(1)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s Degree Programs</td>
<td>Academic Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Locations, Except Those</td>
<td>$200.00</td>
<td>$100.00</td>
<td>$0.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>in CA, GA and OH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Locations</td>
<td>$200.00</td>
<td>$100.00</td>
<td>$115.00</td>
<td>$415.00</td>
</tr>
<tr>
<td>Georgia Locations</td>
<td>$300.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>Ohio Locations</td>
<td>$200.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>Bachelor’s Degree Programs</td>
<td>Academic Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Locations, Except Those</td>
<td>$200.00</td>
<td>$100.00</td>
<td>$0.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>in CA, GA and OH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Locations</td>
<td>$200.00</td>
<td>$100.00</td>
<td>$232.50</td>
<td>$532.50</td>
</tr>
<tr>
<td>Georgia Locations</td>
<td>$300.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>Ohio Locations</td>
<td>$200.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>Master’s Degree Programs</td>
<td>Academic Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Locations</td>
<td>$200.00</td>
<td>$100.00</td>
<td>$0.00</td>
<td>$300.00</td>
</tr>
</tbody>
</table>

The Academic Fee is due and payable by the student to ITT Technical Institute 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 ITT Technical Institute. The Administrative Fee is due and payable by the student to ITT Technical
Institute immediately upon the termination of the student’s enrollment in the program of study.

(5) A STRF Fee is assessed against each student attending an ITT Technical Institute location in California each
academic quarter, based on (a) the amount of tuition and any other fees charged to the student in that
academic quarter and (b) the cost of any tools that the student purchases from ITT Technical Institute for any
program course that the student is registered to take in that academic quarter. The amount of the STRF Fee is
$2.50 per $1,000 of program costs (rounded to the nearest $1,000) charged to the student in that academic
quarter. The estimated amount of the STRF fee for each program is based on the same assumptions that were
used to determine the cost of tuition, other fees and tools. The student will pay ITT Technical Institute the
STRF Fee assessed against the student each quarter on the first day of scheduled instruction in any program
course that the student is registered to take in that academic quarter.

(6) This is an estimate of the cost, as of July 1, 2012, of the tools required for the program of study, if purchased
from ITT Technical Institute. 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. This amount assumes that the courses that
the student chooses to take to satisfy any unspecified core course requirements in the program of study do not
require the purchase of any tools for use in those courses. The estimated cost of those tools is subject to
change by ITT Technical Institute at any time. No student is obligated to purchase any tools from ITT
Technical Institute. Any tools that a student purchases from ITT Technical Institute are unreturnable and the cost is nonrefundable, except as expressly specified in the Return of Tools section in the particular school catalog of the ITT Technical Institute location attended by the student. The cost of any tools that a student purchases from ITT Technical Institute is due and payable by the student to ITT Technical Institute upon the student's receipt of those tools.

N/A means not applicable.

N/G means there were no graduates of the program during the Award Year.

N/R/R means the Normal Time for the program of study had not expired during the Award Year, so there is no reportable rate.
### LIST OF ADDITIONAL LOCATIONS

1. 6270 Park South Drive, Bessemer, AL 35022  
2. 9238 Madison Boulevard, Suite 500, Madison, AL 35758  
3. 3100 Cottage Hill Road, Building 3, Mobile, AL 36606  
4. 12200 Westhaven Drive, Little Rock, AR 72211  
5. 10220 North 25th Avenue, Suite 100, Phoenix, AZ 85021  
6. 1840 North 95th Avenue, Suite 132, Phoenix, AZ 85037  
7. 5005 S. Wendler Drive, Tempe, AZ 85282  
8. 1455 West River Road, Tucson, AZ 85704  
9. 362 N. Clovis Avenue, Clovis, CA 93612  
10. 1140 Galaxy Way, Suite 400, Concord, CA 94520  
11. 4160 Temescal Canyon Road, Suite 100, Corona, CA 92883  
12. 6101 West Centinela Avenue, Suite 180, Culver City, CA 90230  
13. 16916 S. Harlan Road, Lathrop, CA 95330  
14. 7901 Oakport Street, Suite 3000, Oakland, CA 94621  
15. 4000 West Metropolitan Drive, Suite 100, Orange, CA 92868  
16. 2051 Solar Drive, Suite 150, Oxnard, CA 93036  
17. 10863 Gold Center Drive, Rancho Cordova, CA 95670  
18. 670 East Carnegie Drive, San Bernardino, CA 92408  
19. 9680 Granite Ridge Drive, San Diego, CA 92123  
20. 650 West Cienega Avenue, San Dimas, CA 91773  
21. 12669 Encinitas Avenue, Sylmar, CA 91342  
22. 2555 W. 190th Street, Suite 125, Torrance, CA 90504  
23. 440 South Melrose Drive, Suite 100, Vista, CA 92081  
24. 1530 W. Cameron Avenue, West Covina, CA 91790  
25. 12500 East Iliff Avenue, Suite 100, Aurora, CO 80014  
26. 8620 Wolff Court, Suite 100, Westminster, CO 80031  
27. 8039 Cooper Creek Blvd., Bradenton, FL 34201  
28. 700 W. Hillsboro Blvd., Suite 100 Building 1, Deerfield Beach, FL 33441  
29. 3401 S. University Drive, Fort Lauderdale, FL 33328  
30. 13500 Powers Court, Suite 100, Fort Myers, FL 33912  
31. 7011 A.C. Skinner Parkway, Suite 140, Jacksonville, FL 32256  
32. 1400 South International Parkway, Lake Mary, FL 32746  
33. 7955 N.W. 12th Street, Suite 119, Miami, FL 33126  
34. 8301 Southpark Circle, Suite 100, Orlando, FL 32819  
35. 6913 North 9th Avenue, Pensacola, FL 32504  
36. 877 Executive Center Drive W, Suite 100, St. Petersburg, FL 33702  
37. 2639 North Monroe Street, Building A, Suite 100, Tallahassee, FL 32303  
38. 4809 Memorial Highway, Tampa, FL 33634  
39. 1756 N. Congress Avenue, West Palm Beach, FL 33409  
40. 485 Oak Place, Suite 800, Atlanta, GA 30349  
41. 5905 Stewart Parkway, Douglasville, GA 30135  
42. 10700 Abbotts Bridge Road, Suite 190, Duluth, GA 30097  
43. 2065 ITT Tech Way N.W., Kennesaw, GA 30144  
44. 3735 Queen Court, S.W., Cedar Rapids, IA 52404  
45. 1860 NW 118th Street, Suite 110, Clive, IA 50325  
46. 12302 W. Explorer Drive, Boise, ID 83713  
47. 1401 Feehanville Drive, Mount Prospect, IL 60056  
48. 800 Jorie Blvd, Suite 100, Oak Brook, IL 60523
(49) 11551 184th Place, Orland Park, IL 60467
(50) 2501 Wabash Avenue, Springfield, IL 62704
(51) 2810 Dupont Commerce Court, Fort Wayne, IN 46825
(52) 8488 Georgia Street, Merrillville, IN 46410
(53) 10999 Stahl Road, Newburgh, IN 47630
(54) 2525 N. Shadeland Ave, Suite 103, Indianapolis, IN 46219
(55) 17390 Dugdale Drive, Suite 100, South Bend, IN 46635
(56) 7600 West 119th St., Suite 100, Overland Park, KS 66213
(57) 8111 E. 32nd Street North, Suite 103, Wichita, KS 67226
(58) 2473 Fortune Drive, Suite 180, Lexington, KY 40509
(59) 9500 Ormsby Station Road, Suite 100, Louisville, KY 40223
(60) 14111 Airline Highway, Suite 101, Baton Rouge, LA 70817
(61) 140 James Drive East, St. Rose, LA 70087
(62) 333 Providence Highway, Route 1, Norwood, MA 02062
(63) 200 Ballardvale Street, Building 1, Suite 200, Wilmington, MA 01887
(64) 7030 Dorsey Road, Suite 100, Hanover, MD 21076
(65) 11301 Red Run Boulevard, Owings Mills, MD 21117
(66) 1905 S. Haggerty Road, Canton, MI 48188
(67) 22500 Metropolitan Parkway, Suite L100, Clinton Township, MI 48035
(68) 19855 West Outer Drive, Suite L10W, Dearborn, MI 48124
(69) 3518 Plainfield Avenue NE, Grand Rapids, MI 49525
(70) 26700 Lahser Road, Suite 100, Southfield, MI 48033
(71) 6359 Miller Road, Swartz Creek, MI 48473
(72) 1522 E. Big Beaver Road, Troy, MI 48083
(73) 1980 Metro Court S.W., Wyoming, MI 49519
(74) 6120 Earle Brown Drive, Suite 100, Brooklyn Center, MN 55430
(75) 8911 Columbine Road, Eden Prairie, MN 55347
(76) 2042 Wooddale Drive, Woodbury, MN 55125
(77) 1930 Meyer Drury Drive, Arnold, MO 63010
(78) 3640 Corporate Trail Drive, Earth City, MO 63045
(79) 9150 E. 41st Terrace, Kansas City, MO 64133
(80) 3216 S. National Avenue, Springfield, MO 65807
(81) 382 Galleria Parkway, Suite 100, Madison, MS 39110
(82) 5520 Dillard Drive, Suite 100, Cary, NC 27518
(83) 4135 Southstream Boulevard, Suite 200, Charlotte, NC 28217
(84) 10926 David Taylor Drive, Suite 100, Charlotte, NC 28262
(85) 3518 Westgate Drive, Suite 150, Durham, NC 27707
(86) 4050 Piedmont Parkway, Suite 110, High Point, NC 27265
(87) 1120 North 103rd Plaza, Suite 200, Omaha, NE 68114
(88) 9000 Lincoln Drive East, Suite 100, Marlton, NJ 08053
(89) 5100 Masthead Street, N.E., Albuquerque, NM 87109
(90) 168 N. Gibson Road, Henderson, NV 89014
(91) 3825 W. Cheyenne Avenue, Suite 600, North Las Vegas, NV 89032
(92) 13 Airline Drive, Albany, NY 12205
(93) 2295 Millersport Highway, P.O. Box 327, Getzville, NY 14068
(94) 235 Greenfield Parkway, Liverpool, NY 13088
(95) 3428 W. Market Drive, Akron, OH 44333
(96) 4717 Hilton Corporate Drive, Columbus, OH 43232
(97) 3325 Stop Eight Road, Dayton, OH 45414
(98) 3781 Park Mill Run Drive, Suite 1, Hilliard, OH 43026
(99) 1656 Henthorne Boulevard, Suite B, Maumee, OH 43537
(100) 4750 Wesley Avenue, Norwood, OH 45212
(101) 14955 Sprague Road, Strongsville, OH 44136
(102) 4700 Richmond Road, Warrensville Heights, OH 44128
(103) 7116 Office Park Drive, West Chester, OH 45069
(104) 1030 N. Meridian Road, Youngstown, OH 44509
(105) 50 Penn Place Office Tower, 1900 NW Expressway, Suite 305 R, Oklahoma City, OK 73118
(106) 4500 S. 129th East Avenue, Suite 152, Tulsa, OK 74134-5891
(107) 9500 N.E. Cascades Parkway, Portland, OR 97220
(108) 4825 Commercial Street SE, Suite 100, Salem, OR 97302
(109) 1000 Meade Street, Suite 210, Dunmore, PA 18512
(110) 449 Eisenhower Boulevard, Suite 100, Harrisburg, PA 17111
(111) 220 West Germantown Pike, Suite 100, Plymouth Meeting, PA 19462
(112) 311 Veterans Highway, Levittown, PA 19056
(113) 105 South 7th Street, Suite 100, Philadelphia, PA 19106
(114) 10 Parkway Center, Pittsburgh, PA 15220
(115) 100 Pittsburgh Mills Circle, Tarentum, PA 15084
(116) 1628 Browning Road, Suite 180, Columbia, SC 29210
(117) Six Independence Pointe, Greenville, SC 29615
(118) 9654 N. Kings Highway, Suite 101, Myrtle Beach, SC 29572
(119) 2431 W Aviation Avenue, North Charleston, SC 29406
(120) 5600 Brainerd Road, Suite G-1, Chattanooga, TN 37411
(121) 7260 Goodlett Farms Parkway, Cordova, TN 38016
(122) 4721 Lake Park Drive, Suite 100, Johnson City, TN 37615
(123) 10208 Technology Drive, Knoxville, TN 37932
(124) 2845 Elm Hill Pike, Nashville, TN 37214-3717
(125) 551 Ryan Plaza Drive, Arlington, TX 76011
(126) 6330 Highway 290 East, Austin, TX 78723
(127) 921 W Belt Line Road, Suite 181, DeSoto, TX 75115
(128) 15651 North Freeway, Houston, TX 77090
(129) 2950 S. Gessner, Houston, TX 77063
(130) 2101 Waterview Parkway, Richardson, TX 75080
(131) 2995 NE Loop 410, San Antonio, Texas 78218
(132) 5700 Northwest Parkway, San Antonio, TX 78249
(133) 3700 S. Jack Kultgen Expressway, Suite 100, Waco, TX 76706
(134) 1001 Magnolia Avenue, Webster, TX 77598
(135) 920 W. LeVoy Drive, Murray, UT 84123
(136) 14420 Albemarle Point Place, Suite 100, Chantilly, VA 20151
(137) 863 Glenrock Road, Suite 100, Norfolk, VA 23502
(138) 300 Gateway Centre Parkway, Richmond, VA 23235
(139) 2159 Apperson Drive, Salem, VA 24153
(140) 7300 Boston Boulevard, Springfield, VA 22153
(141) W177 N9886 Rivercrest Dr., Suite 200, Germantown, WI 53022
(142) 470 Security Boulevard, Green Bay, WI 54313
(143) 6300 West Layton Avenue, Greenfield, WI 53220
(144) 2450 Rimrock Road, Suite 100, Madison, WI 53713
(145) 5183 U.S. Route 60, Building 1, Suite 40, Huntington, WV 25705
APPENDIX

COMPLETION AND RETENTION RATE DISCLOSURE

ITT TECHNICAL INSTITUTE

Main Campus: 9511 Angola Court, Indianapolis, IN 46268

Additional Location(s): Refer to the list of additional locations at the end of this document.

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 33.94%, 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) 77.43% Male
   (ii) 19.44% Female

(b) Racial and Ethnic Subgroup:
   (i) N/A% Nonresident Alien
   (ii) 4.48% Race and Ethnicity Unknown
   (iii) 18.23% Hispanics of Any Race
   (iv) 1.48% American Indian or Alaska Native (non-Hispanic)
   (v) 2.85% Asian (non-Hispanic)
   (vi) 19.93% Black or African American (non-Hispanic)
   (vii) 0.00% Native Hawaiian or Other Pacific Islander (non-Hispanic)
   (viii) 53.03% White (non-Hispanic)
   (ix) 0.00% Two or More Races (non-Hispanic)

(c) 62.64% received a Federal Pell Grant ("FPG") for the Fall quarter of 2005

(d) 31.88% 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 2005

(e) 5.48% received neither a FPG nor a loan under either the FFEL Program or FDL Program for the Fall quarter of 2005, 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 2005 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, 2005 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 44.33% for Full-Time Students and 27.37% 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 2010 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, 2010 and October 15, 2011 (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.
LIST OF ADDITIONAL LOCATIONS

(1) 6270 Park South Drive, Bessemer, AL 35022
(2) 9238 Madison Boulevard, Suite 500, Madison, AL 35758
(3) 3100 Cottage Hill Road, Building 3, Mobile, AL 36606
(4) 12200 Westhaven Drive, Little Rock, AR 72211
(5) 10220 North 25th Avenue, Suite 100, Phoenix, AZ 85021
(6) 1840 North 95th Avenue, Suite 132, Phoenix, AZ 85037
(7) 5005 S. Wendler Drive, Tempe, AZ 85282
(8) 1455 West River Road, Tucson, AZ 85704
(9) 362 N. Clovis Avenue, Clovis, CA 93612
(10) 1140 Galaxy Way, Suite 400, Concord, CA 94520
(11) 4160 Temescal Canyon Road, Suite 100, Corona, CA 92883
(12) 6101 West Centinela Avenue, Suite 180, Culver City, CA 90230
(13) 16916 S. Harlan Road, Lathrop, CA 95330
(14) 7901 Oakport Street, Suite 3000, Oakland, CA 94621
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(17) 10863 Gold Center Drive, Rancho Cordova, CA 95670
(18) 670 East Carnegie Drive, San Bernardino, CA 92408
(19) 9680 Granite Ridge Drive, San Diego, CA 92123
(20) 650 West Cienega Avenue, San Dimas, CA 91773
(21) 12669 Encinitas Avenue, Sylmar, CA 91342
(22) 2555 W. 190th Street, Suite 125, Torrance, CA 90054
(23) 440 South Melrose Drive, Suite 100, Vista, CA 92081
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(25) 12500 East Iliff Avenue, Suite 100, Aurora, CO 80014
(26) 8620 Wolff Court, Suite 100, Westminster, CO 80031
(27) 8039 Cooper Creek Blvd., Bradenton, FL 34201
(28) 8039 Cooper Creek Blvd., Suite 100 Building 1, Deerfield Beach, FL 33441
(29) 3401 S. University Drive, Fort Lauderdale, FL 33328
(30) 13500 Powers Court, Suite 100, Fort Myers, FL 33912
(31) 7011 A.C. Skinner Parkway, Suite 140, Jacksonville, FL 32256
(32) 1400 South International Parkway, Lake Mary, FL 32746
(33) 7955 N.W. 12th Street, Suite 119, Miami, FL 33126
(34) 8301 Southpark Circle, Suite 100, Orlando, FL 32819
(35) 6913 North 9th Avenue, Pensacola, FL 32504
(36) 877 Executive Center Drive W, Suite 100, St. Petersburg, FL 33702
(37) 2639 North Monroe Street, Building A, Suite 100, Tallahassee, FL 32303
(38) 4809 Memorial Highway, Tampa, FL 33634
(39) 1756 N. Congress Avenue, West Palm Beach, FL 33409
(40) 485 Oak Place, Suite 800, Atlanta, GA 30349
(41) 5905 Stewart Parkway, Douglasville, GA 30135
(42) 10700 Abbotts Bridge Road, Suite 190, Duluth, GA 30097
(43) 2065 ITT Tech Way N.W., Kennesaw, GA 30144
(44) 3735 Queen Court, S.W., Cedar Rapids, IA 52404
(45) 1860 NW 118th Street, Suite 110, Clive, IA 50325
(46) 12302 W. Explorer Drive, Boise, ID 83713
(47) 1401 Fecheanville Drive, Mount Prospect, IL 60056
(48) 800 Jorie Blvd, Suite 100, Oak Brook, IL 60523
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<td>2810 Du Pont Commerce Court, Fort Wayne, IN 46825</td>
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<td>2525 N. Shadeland Ave, Suite 103, Indianapolis, IN 46219</td>
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<td>300 Gateway Centre Parkway, Richmond, VA 23235</td>
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<td>470 Security Boulevard, Green Bay, WI 54313</td>
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<td>6300 West Layton Avenue, Greenfield, WI 53220</td>
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<td>2450 Rimrock Road, Suite 100, Madison, WI 53713</td>
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<td>145</td>
<td>5183 U.S. Route 60, Building 1, Suite 40, Huntington, WV 25705</td>
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</tbody>
</table>
APPENDIX

STUDENT BODY DIVERSITY

ITT TECHNICAL INSTITUTE

Main Campus: 9511 Angola Court, Indianapolis, IN 46268

Additional Locations: Refer to the list of additional locations at the end of this document.

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 2011 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, 2011 was as follows:

64.49% Male
24.92% Female
74.85% Received a Pell Grant
53.33% 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).
LIST OF ADDITIONAL LOCATIONS

(1) 6270 Park South Drive, Bessemer, AL 35022
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(4) 12200 Westhaven Drive, Little Rock, AR 72211
(5) 10220 North 25th Avenue, Suite 100, Phoenix, AZ 85021
(6) 1840 North 95th Avenue, Suite 132, Phoenix, AZ 85037
(7) 5005 S. Wendler Drive, Tempe, AZ 85282
(8) 1455 West River Road, Tucson, AZ 85704
(9) 362 N. Clovis Avenue, Clovis, CA 93612
(10) 1140 Galaxy Way, Suite 400, Concord, CA 94520
(11) 4160 Temescal Canyon Road, Suite 100, Corona, CA 92883
(12) 6101 West Centinela Avenue, Suite 180, Culver City, CA 90230
(13) 16916 S. Harlan Road, Lathrop, CA 95330
(14) 7901 Oakport Street, Suite 3000, Oakland, CA 94621
(15) 4000 West Metropolitan Drive, Suite 100, Orange, CA 92868
(16) 2051 Solar Drive, Suite 150, Oxnard, CA 93036
(17) 10863 Gold Center Drive, Rancho Cordova, CA 95670
(18) 670 East Carnegie Drive, San Bernardino, CA 92408
(19) 9680 Granite Ridge Drive, San Diego, CA 92123
(20) 650 West Cienega Avenue, San Dimas, CA 91773
(21) 12669 Encinitas Avenue, Sylmar, CA 91342
(22) 2555 W. 190th Street, Suite 125, Torrance, CA 90054
(23) 440 South Melrose Drive, Suite 100, Vista, CA 92081
(24) 1530 W. Cameron Avenue, West Covina, CA 91790
(25) 12500 East Iliff Avenue, Suite 100, Aurora, CO 80014
(26) 8620 Wolff Court, Suite 100, Westminster, CO 80031
(27) 8039 Cooper Creek Blvd., Bradenton, FL 34201
(28) 700 W. Hillsboro Blvd., Suite 100 Building 1, Deerfield Beach, FL 33441
(29) 3401 S. University Drive, Fort Lauderdale, FL 33328
(30) 13500 Powers Court, Suite 100, Fort Myers, FL 33912
(31) 7011 A.C. Skinner Parkway, Suite 140, Jacksonville, FL 32256
(32) 1400 South International Parkway, Lake Mary, FL 32746
(33) 7955 N.W. 12th Street, Suite 119, Miami, FL 33126
(34) 8301 Southpark Circle, Suite 100, Orlando, FL 32819
(35) 6913 North 9th Avenue, Pensacola, FL 32504
(36) 877 Executive Center Drive W, Suite 100, St. Petersburg, FL 33702
(37) 2639 North Monroe Street, Building A, Suite 100, Tallahassee, FL 32303
(38) 4809 Memorial Highway, Tampa, FL 33634
(39) 1756 N. Congress Avenue, West Palm Beach, FL 33409
(40) 485 Oak Place, Suite 800, Atlanta, GA 30349
(41) 5905 Stewart Parkway, Douglasville, GA 30135
(42) 10700 Abbotts Bridge Road, Suite 190, Duluth, GA 30097
(43) 2065 ITT Tech Way N.W., Kennesaw, GA 30144
(44) 3735 Queen Court, S.W., Cedar Rapids, IA 52404
(45) 1860 NW 118th Street, Suite 110, Clive, IA 50325
(46) 12302 W. Explorer Drive, Boise, ID 83713
(47) 1401 Feehanville Drive, Mount Prospect, IL 60056
(48) 800 Jorie Blvd, Suite 100, Oak Brook, IL 60523
(49) 11551 184th Place, Orland Park, IL 60467
(50) 2501 Wabash Avenue, Springfield, IL 62704
(51) 2810 Dupont Commerce Court, Fort Wayne, IN 46825
(52) 8488 Georgia Street, Merrillville, IN 46410
(53) 10999 Stahl Road, Newburgh, IN 47630
(54) 2525 N. Shadeland Ave, Suite 103, Indianapolis, IN 46219.
(55) 17390 Dugdale Drive, Suite 100, South Bend, IN 46635
(56) 7600 West 119th St., Suite 100, Overland Park, KS 66213
(57) 8111 E. 32nd Street North, Suite 103, Wichita, KS 67226
(58) 2473 Fortune Drive, Suite 180, Lexington, KY 40509
(59) 9500 Ormsby Station Road, Suite 100, Louisville, KY 40223
(60) 14111 Airline Highway, Suite 101, Baton Rouge, LA 70817
(61) 140 James Drive East, St. Rose, LA 70087
(62) 333 Providence Highway, Route 1, Norwood, MA 02062
(63) 200 Ballardvale Street, Building 1, Suite 200, Wilmington, MA 01887
(64) 7030 Dorsey Road, Suite 100, Hanover, MD 21076
(65) 11301 Red Run Boulevard, Owings Mills, MD 21117
(66) 1905 S. Haggerty Road, Canton, MI 48188
(67) 22500 Metropolitan Parkway, Suite L100, Clinton Township, MI 48035
(68) 19855 West Outer Drive, Suite L10W, Dearborn, MI 48124
(69) 3518 Plainfield Avenue NE, Grand Rapids, MI 49525
(70) 26700 Lahser Road, Suite 100, Southfield, MI 48033
(71) 6359 Miller Road, Swartz Creek, MI 48473
(72) 1522 E. Big Beaver Road, Troy, MI 48083
(73) 1980 Metro Court S.W., Wyoming, MI 49519
(74) 6120 Earle Brown Drive, Suite 100, Brooklyn Center, MN 55430
(75) 8911 Columbine Road, Eden Prairie, MN 55347
(76) 2042 Wooddale Drive, Woodbury, MN 55125
(77) 1930 Meyer Drury Drive, Arnold, MO 63010
(78) 3640 Corporate Trail Drive, Earth City, MO 63045
(79) 9150 E. 41st Terrace, Kansas City, MO 64133
(80) 3216 S. National Avenue, Springfield, MO 65807
(81) 382 Galleria Parkway, Suite 100, Madison, MS 39110
(82) 5520 Dillard Drive, Suite 100, Cary, NC 27518
(83) 4135 Southstream Boulevard, Suite 200, Charlotte, NC 28217
(84) 10926 David Taylor Drive, Suite 100, Charlotte, NC 28262
(85) 3518 Westgate Drive, Suite 150, Durham, NC 27707
(86) 4050 Piedmont Parkway, Suite 110, High Point, NC 27265
(87) 1120 North 103rd Plaza, Suite 200, Omaha, NE 68114
(88) 9000 Lincoln Drive East, Suite 100, Marlton, NJ 08053
(89) 5100 Masthead Street, N.E., Albuquerque, NM 87109
(90) 168 N. Gibson Road, Henderson, NV 89014
(91) 3825 W. Cheyenne Avenue, Suite 600, North Las Vegas, NV 89032
(92) 13 Airline Drive, Albany, NY 12205
(93) 2295 Millersport Highway, P.O. Box 327, Getzville, NY 14068
(94) 235 Greenfield Parkway, Liverpool, NY 13088
(95) 3428 W. Market Drive, Akron, OH 44333
(96) 4717 Hilton Corporate Drive, Columbus, OH 43232
(97) 3325 Stop Eight Road, Dayton, OH 45414
(98) 3781 Park Mill Run Drive, Suite 1, Hilliard, OH 43026
(99) 1656 Henthorne Boulevard, Suite B, Maumee, OH 43537
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<td>3700 S. Jack Kultgen Expressway, Suite 100, Waco, TX 76706</td>
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<td>136</td>
<td>14420 Albermarle Point Place, Suite 100, Chantilly, VA 20151</td>
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<td>137</td>
<td>863 Glenrock Road, Suite 100, Norfolk, VA 23502</td>
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<td>W177 N9886 Rivercrest Dr., Suite 200, Germantown, WI 53022</td>
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<td>470 Security Boulevard, Green Bay, WI 54313</td>
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<td>2450 Rimrock Road, Suite 100, Madison, WI 53713</td>
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<tr>
<td>145</td>
<td>5183 U.S. Route 60, Building I, Suite 40, Huntington, WV 25705</td>
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ITTT 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 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

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to: Louisiana Board of Regents, Proprietary Schools Section, P.O. Box 3677, Baton Rouge, LA 70821-3677, telephone (225) 342-4253.

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 21 REV. 09/11 LOUISIANA

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ITT Technical Institute bases its operating philosophy on the following:

- Programs of study will foster critical thinking, communication and teamwork skills while reinforcing both the theoretical and applied principles of technology.

- Student support services will facilitate the matriculation process and help students begin to prepare for career opportunities. Such services will include assistance with housing and applying for financial aid; advising; tutoring; assisting graduates with finding employment; and other special support programs as needs are identified.

- Cultural and ethnic diversity in its faculty, staff and student body will be encouraged.

- Course content will be reviewed regularly to ensure continued relevance with technology in the workplace.

- Each program of study will integrate technology, lifelong learning and professional development activities. Curricular integration will assist students in connecting the entire learning process to their lifetime career goals.

- Each program of study will offer a learning environment that fosters communication and critical thinking skills essential for success in an increasingly complex world.

- Public service programs, civic engagement and charitable activities will be promoted as part of the education process to reinforce society’s need to develop an informed, sensitive and responsive citizenry.

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